



INCEPTION REPORT

Evaluability Assessment
and Formative Evaluation
of UNICEF's Approaches to
Advocacy.

Consultancy: Evaluability Assessment and Formative Evaluation of UNICEF's Approaches to Advocacy.

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ACRONIMS

CCC	Core Commitments for Children
CEDAW	Convention on the Elimination of All forms of discrimination against women
CFC	Child Friendly Cities
CO	Country Office
CRC	Convention on the Rights of the Child
CSO	Civil Society Organization
DCGA	Division of Global Communication and Advocacy
DOC	Division of Communications
DRR	Disaster Risk Reduction
EAPRO	East Asia and Pacific
EMOPS	Office of Emergency Programmes
EO	UNICEF's Evaluation Office
EPs	Emergency Procedures
ERG	Evaluation Reference Group
EU	European Union
FGD	Focus Groups Discussions
GAPs	Global Advocacy Priorities
GCAS	Global Communication and Advocacy Strategy
GDPR	European General Data Protection Regulation
GEEW	Embedding Gender Equality and the Empowerment of Women
GRES	Gender Result Effectiveness Scale
HIC	High Income Countries
IA	Immunization Agenda
IRFF	Integrated Results and Resources Framework
KII	Key Informant Interview
M&E	Monitoring and Evaluation
MENA	Middle East and North Africa
NatComs	UNICEF National Committees
NGO's	Non-governmental organization
PII	personally identifiable information
QA	Quality Assurance
QMS	Quality Management System

RBM	Results-Based Management
SMART	Specific, Measurable, Attainable, Relevant, Time Bound
SNA	Social Network Analysis
SP	Strategic Plan
TL	Team Leader
ToC	Theory of Change
ToR	Terms of Reference
ToT	Theory of Transformation
UN	United Nations
UNEG	United Nations Evaluation Group
WASH	Water, Sanitation and Hygiene

1. INTRODUCTION

This document presents the draft inception report for the Evaluability Assessment and Formative Evaluation of UNICEF's Approaches to Advocacy (hereinafter referred to as "the evaluation"). The evaluation is competitively commissioned by the UNICEF Evaluation Office (EO) in collaboration with the Division of Global Communication and Advocacy (DGCA) as a proactive, and forward-looking exercise that will provide critical evidence to inform UNICEF's advocacy planning to improve the chances of advocacy success. The evaluation is implemented by Artival Research & Evaluation, an external consulting firm.

This inception report concludes the project's inception phase with the main goal of setting the boundaries of the evaluation scope, and further defining the methodology proposed. It is a critical and time and resource intensive phase which is pivotal to rest of the project. This inception report is shared with the EO and the Evaluation Reference Group (ERG) for comments and suggestions, and its approval will give way to the evaluation data collection phase. **In order to streamline the review we suggest three strategic questions that might inform the ERG review process in the hope these are helpful: Is the Inception Report comprehensive and complete? Is the methodology in the Inception Report coherent and logical? Does the Inception Report present a logically consistent way that will allow for a coherent evaluation report?**

At the moment of writing this report, no notable emerging issues and challenges have arisen during the inception phase. The expected risks and mitigation strategies therefore remain as per the technical proposal and are included for reference in Section 5.4. In comparison to the Technical Proposal, the work program experienced a change and accommodated a 4-week delay in project start and two additional week delay for the inception phase.

1.1 Inception analysis

During this time the team, in close collaboration with the EO and the ERG, has been able to review documentation, information gaps, refine the evaluation design and methodology, as well as engage with key stakeholders for the purposes of detailing the scope of the evaluation. More precisely, the evaluation team has:

- Conducted an initial document review of 58 materials made available through the SharePoint as well as secondary sources. These materials include the revision of the meeting minutes of the Advocacy Task Team meeting, with participation of the Evaluation office, on November 18th 2022 in which the evaluation was presented and the evaluation questions were reviewed.
- Engaged in 10 Key Informant Interviews (KIIs - 6 female and 4 male informants) for initial scoping consultations (more details in Annex 3);
- Collaborated closely and participatively with the EO and DGCA in the form of weekly meetings;
- Drawn of the information available and collected for: further inputs to the evaluation matrix, methodology for case study sampling, and the methodology for benchmarking.
- Updated the workplan and evaluation risks and mitigation strategies

2. DESCRIPTION OF THE OBJECT OF THE EVALUATION

Advocacy is the deliberate process, based on demonstrated evidence, to directly and indirectly influence decision makers, stakeholders and relevant audiences to support and implement actions that contribute to the fulfilment of children's and women's rights¹.

In the very first line of its mission statement, UNICEF is mandated by the United Nations General Assembly "to advocate for the protection of children's rights, to help meet their basic needs and to expand their opportunities to reach their full potential"².

Following a rights-based approach and guided by the Convention on the Rights of the Child (CRC), the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and the Convention on the Rights of Persons with Disabilities, advocacy has therefore been an integral component of UNICEF programme work. Over the past few years³, the organization has undergone important **structural changes to reinforce its advocacy and communication strengths and address its challenges**. The previous 2014-2017⁴ strategy was based on the principle that UNICEF must communicate to advocate. The strategy launched the 'glocal' approach – setting global priorities that can be adapted to local contexts – and firmly established UNICEF's 'digital first' approach to communication. As a result, UNICEF successfully increased its reach and voice, and augmented the number of digital supporters to exceed the target of 50 million social media followers, pledge donors and U-Reporters.

In the Global Communication and Advocacy Strategy (GCAS) 2019-2022, UNICEF set out a stronger advocacy approach, moving from predominantly intuitive to strategic advocacy, and from siloed to integrated advocacy. The GCAS noted this approach requires prioritization, well-articulated strategies grounded in clear analysis, well-defined internal processes and a 'whole office' approach to advocacy (both strategy development and implementation). It also signalled the need for significant advocacy capacity building across all parts of UNICEF. The GCAS made clear that UNICEF's advocacy is both direct with decision makers and also indirect, mobilizing and empowering others to advocate for child's rights and forging strategic advocacy partnerships that will accelerate impact towards the Strategic Plan goals.

The 2018-2021 Strategic Plan (SP) states the organization's mandate and comparative advantages in support of the 2030 Agenda through "normative work on child rights, policy advocacy, systems strengthening and service delivery with the goal of leaving no child behind (...)". Its commitment is clearly recognized through the key role that communications and advocacy played as a change strategy⁵.

As part of the preparatory work to inform the design of the new SP 2022-2025, the Advocacy Taskforce prepared a vision paper "Transforming UNICEF's Advocacy for Children: A vision for the new Strategic Plan 2022-2025" (endorsed by the Co-Chairs of the Partnerships, Advocacy and Financing SP Workgroup and the SP Coordination Committee), describing the strengths and weaknesses of UNICEF advocacy work. This paper produced specific recommendations to strengthen and transform UNICEF global

¹ UNICEF (2010). A guide to influencing decisions that improve children's lives Advocacy Toolkit

² <https://www.unicef.org/about-us/mission-statement>

³ "Communicate to Advocate: Driving Change for Children, 2019-2021" is an update to "Communicate to Advocate for Every Child: UNICEF's Global Communication and Public Advocacy Strategy, 2014-2017" and is informed by the successes achieved and lessons learned through the initial strategy.

⁴ "Communicate to Advocate: Driving Change for Children, 2019-2021" is an update to "Communicate to Advocate for Every Child: UNICEF's Global Communication and Public Advocacy Strategy, 2014-2017" and is informed by the successes achieved and lessons learned through the initial strategy.

⁵ The Strategic Plan 2018-2022 Change Strategy 3 "winning support for the cause of children from decision makers and the wider public" describes that "UNICEF will become an even stronger advocacy, campaigning, fundraising and communications force for children, working with others to build alliances and movements for change. Through this public engagement, the organization will make progress towards recruiting 100 million supporters to the cause of children, to volunteer, advocate and give. This strategy also includes strengthening the UNICEF brand, and supporting young people and children as agents of change."

advocacy role and practices, articulating the operationalization of Advocacy and Communications as an SP change strategy for children.

UNICEF humanitarian advocacy is conducted at country, regional and global levels to protect the rights of children, women and their communities, promote adherence to international laws and standards, facilitate principled humanitarian access and the delivery of programmes, and promote child-friendly policies and practices guided by the Core Commitments for Children in Humanitarian action (CCCs). The CCCs were revised in 2020 to equip UNICEF and its partners to deliver principled, timely, quality and child - centred humanitarian response and advocacy in any crises with humanitarian consequences. This exercise, together with the main findings of the Humanitarian Review conducted in 2020 and the new Emergency Procedures (EPs) on Humanitarian Advocacy and Communication (2021), have provided new accountabilities to humanitarian advocacy. As a result, a more cohesive, proactive and coherent humanitarian advocacy strategy is to be implemented as part of the current SP2022-2025.

Informed by this vision paper and other exploratory exercises (including the 2018 consultations, 2020 surveys, and several case studies⁶) the Deputy Executive Directors' of Programme and Partnerships have elevated advocacy as a **critical organizational function**. In order to ensure that UNICEF is driven by effective advocacy and communication that work in an integrated way to drive change for children and formalized HQ advocacy responsibilities, the Division of Communication (DOC) Unit became the new DGCA (January 2022) which also allows for a closer partnership between the DGCA and the Program Group⁷. Advocacy has now been integrated across all UNICEF Goal Areas as a key route to achieving results for children, and as a critical Strategic Plan change strategy. The Global Advocacy Priorities (GAPs), approved by the Executive Director in 2020, are well entrenched in the Strategic Plan Results Framework, and each priority has an integrated global strategy, which is being implemented at the global, regional, and national levels⁸.

These Four Global Advocacy Priorities have been defined, with specific Theories of Change (ToCs), indicators at the outcome and output levels, target results (current and future), barriers, key stakeholders, and strategic approaches. The four GAPs were designated as priorities to contribute to the acceleration, scaling up, and adjustment of UNICEF results for children:

- GAP 1: Build a global movement for vaccine affordability, availability and equity as a contribution to strengthening primary health care, which contributes to Goal Area 1 of the SP 2022-2025.
- GAP 2: Drive a global advocacy effort to tackle the learning crisis, prioritizing the most vulnerable and marginalized children, including through closing the digital divide, which contributes to Goal Area 2 of the SP 2022-2025.
- GAP 3: Secure investment and action to support and protect the mental health of children and young people, and to bring an end to neglect, abuse and childhood traumas that drive poor life outcomes, which contributes to Goal Area 1 and 3 of the SP 2022-2025.
- GAP 4: Work with and for children to tackle environmental degradation and climate change, so they have access to clear water, clean air, and a safe and sustainable environment, which contributes to Goal Area 4 of the SP 2022-2025.

⁶ 17 Case Studies are developed in the Advocacy Portal:

[https://unicef.sharepoint.com/teams/DOC-AdvocacyPortal/SitePages/Advocacy-in-Action\(1\).aspx](https://unicef.sharepoint.com/teams/DOC-AdvocacyPortal/SitePages/Advocacy-in-Action(1).aspx)

⁷ UNICEF (2021) Headquarters Divisional Annual report.

⁸ GAP 1 contributes to Goal Area 1 of the SP "Every child, including adolescents, survives and thrives with access to nutritious diets, quality primary health care, nurturing practices and essential supplies". GAP 2 contributes to Goal Area 2 "Every child, including adolescents, learns and acquires skills for the future". GAP 3 has dedicated results that contribute to Goal Area 1 "Every child, including adolescents, survives and thrives with access to nutritious diets, quality primary health care, nurturing practices and essential supplies." And Goal Area 3 "Every child, including adolescents, is protected from violence, exploitation, abuse, neglect and harmful practices" and. GAP 4 contributes to Goal Area 4 "Every child, including adolescents, has access to safe and equitable WASH services and supplies, and lives in a safe and sustainable climate and environment".

A select group of **champion countries** – country offices and National Committees (see annex 5 for more details) – are driving progress on each priority, with advocacy recognized in 2021 as a key programming strategy in high-income countries⁹. DGCA chairs the Global Advocacy Taskforce, ensuring that cross-organizational advocacy assets and finances are leveraged to strategically capitalize on key advocacy opportunities. DGCA is leading in a global advocacy excellence programme to set standards and build staff capacity and skills in advocacy organization-wide. The aim is to ensure that UNICEF is powered by effective advocates who work in an integrated way to drive change for children.

The Strategic Plan's 2022-2025 high-level theory of change outlines a set of **principles and cross-cutting programmes**. The principles underpin all of the activities of UNICEF. The cross-cutting programmes (Disability, Gender, Peacebuilding, Climate Action, Resilience) are programming priorities that UNICEF has identified as critical to achieving results in every Goal Area, towards the realization of children's rights. These are therefore not articulated as individual Goal Areas, but rather are mainstreamed across all Goal Areas. Humanitarian action is not a cross-cutting programme in the current SP. It takes an approach that supports programming across the humanitarian-development-peace nexus¹⁰, recognizing that principled, timely, quality, child-centred humanitarian action not only saves lives and promotes dignity during crisis, but is also critical to building resilient systems, accelerating progress towards the achievement of the Sustainable Development Goals and the realization of children's rights¹¹.

The updated document "UNICEF Global Communication and Advocacy Strategy 2018-2022, Communicate to Advocate: Driving Change for Children", framed UNICEF global communications and advocacy strategic goals, its monitoring and evaluation framework, and described the updates on its strategic shifts. These changes reflect the efforts made to further enhance the distinct and unique roles of advocacy work, related to and complementary to, but different from, communications, campaigning, public narrative, or technical assistance to governments work, among other tactics.

Nevertheless, as the Advocacy Taskforce¹² and key informant interviews have indicated, there are **barriers** that continue to limit progress of advocacy, such as unclear advocacy accountability at the country and regional levels; lack of strategic approach to influencing global political processes; not having political intelligence available constantly and across the entire political organization; lack of clear, timely and specific policy positions and advocacy asks; disconnect between research, data and advocacy; and lack of dedicated and sustained resources for advocacy.

The recent 2021 MOPAN assessment of UNICEF¹³ acknowledges the challenges to measure and to quantify normative advocacy efforts using the existing corporate monitoring system. These challenges are likely to create more inconsistencies around the quality of the policy advocacy evidence and knowledge produced at the field-level, an issue consistently found in decentralized organizations like UNICEF.¹⁴

Despite its prominence in UNICEF mandate and Strategic Plans, a comprehensive corporate evaluation of UNICEF advocacy work has never been conducted by the organisation. Advocacy evaluations have largely been designed within specific programme areas or campaigns, or as components of country

⁹ UNICEF, 2021. Headquarters Divisional Annual Report (Division of communication)

¹⁰ However according "Evaluability Assessment and Formative Evaluation of UNICEF Positioning to Achieve the Goals of the Strategic Plan 2022-2025", this approach is not fully implemented. As stated in the report "There is a need to draw more strongly on risk-informed humanitarian-development nexus programming to reframe how UNICEF adds value in emergency beyond short-to-medium term response, and in settings that go beyond emergencies and service delivery. However, this requires UNICEF to consider how the nexus is operationalised in practice, how the siloes between humanitarian and development programming can be broken down, and how it raises resources for other core components on the development side of the nexus".

¹¹ UNICEF, 2022. Theory of Change, UNICEF Strategic Plan, 2022–2025

¹² UNICEF, 2022. Meeting Minute. Global advocacy taskforce meeting 16

¹³ MOPAN, 202. United Nations Children's Fund (UNICEF). 2021 Assessment Cycle

¹⁴ JIU, 2018. Strengthening Policy Research Uptake in the Context of the 2030 Agenda for Sustainable Development report.

programme work. As stated in the ToR for the evaluation, the main challenges identified to evaluate advocacy work stemming from UNICEF's and partner work are:

- Lack of high quality and relevant data availability¹⁵;
- Lack of confidence and skills in both advocacy and advocacy evaluation;
- Lack of understanding of how to capture contribution as legitimate advocacy result, different from traditional programme results;
- As advocacy requires regular course-correcting and adjustment due to shifting external context, there is a need to build evaluation approaches and systems that allow the capturing of results including from opportunistic and reactive advocacy;
- The unpredictable nature of advocacy as outcomes heavily depends on external circumstances, often out of UNICEF's direct control;
- Lastly, in humanitarian contexts, advocacy has been identified as being often reactive, rather than pro-active and strategic, and linked to specific needs, making it even harder to assess. Similarly, UNICEF's humanitarian advocacy has been lacking a cohesive advocacy strategy with clear vision and accountabilities as required by the CCCs, making it more challenging to evaluate in these complex contexts.

This proactive and forward-looking evaluability assessment and formative evaluation on advocacy is therefore planned at this early stage of the implementation of the SP 2022-2025. It will allow adjustments in UNICEF's advocacy planning to both improve the chances of advocacy success, and to permit the most robust possible evaluation of UNICEF's work in this area toward the end of the SP.

3. PURPOSE, SCOPE AND OBJECTIVES OF THE EVALUATION

3.1 Purposes and goals

In line with the Terms of Reference (ToR), there are two complementary purposes that animate this formative, forward-looking, exercise:

- Increasing the success of advocacy efforts by identifying early adjustments to the advocacy approaches employed (proactive): The central purpose is to proactively clarify advocacy approaches to support the SP 2022-2025 and identify early adjustments that can be made in the present Advocacy structure, supporting elements, and plans that could increase the success of UNICEF's advocacy efforts, and the resulting benefits to children, their families, and communities worldwide.
- Preparing a future summative evaluation (forward-looking): The supporting purpose is to improve the Theory of Change (as well as the Practices of Change) that the advocacy change strategy included in the SP 2022-2025 is based on and identify the factors that will allow for a meaningful evaluation of the contribution of UNICEF advocacy work to the overall SP success, and the provision of timely and comprehensive information needed from the start to end of advocacy campaigns and other efforts.

The following specific objectives will be considered to increase the success of advocacy efforts:

1. **Coherence (Clarity and Proven Practice).** To assess the **clarity and depth** of UNICEF's understanding of what advocacy is and what Advocacy work entails. This understanding is to be contrasted with

¹⁵ See the 2018 report "An evaluation of advocacy as a strategy in the UNICEF Thailand Country Programme 2012-2016" or the 2015 report "Evaluation of UNICEF's Peacebuilding, Education and Advocacy Programme (PBEA)", as references.

existing evidence on current definitions, as well as best practices and theoretical frameworks on advocacy. Emphasis will be given to differentiating advocacy roles from those of Communication. The Recommendations will guide UNICEF to align with best practice in the sector.

2. **Coherence (Shared Understanding).** To determine if UNICEF's key internal stakeholders and UNICEF's partners have a **shared understanding** of what Advocacy attempts to accomplish, and how it is achieved. Recommendations will advise on aligning thinking across all stakeholders and partners.
3. **Relevance.** To assess the importance of advocacy priorities, understanding the pertinence of the GAPs and other areas, in development and humanitarian settings. Recommendations will help refine and finetune advocacy priorities.
4. **Implementation Capacity (Resources, Technical Capacities and coordination).** Based on recent UNICEF and comparative experience, the objective is to estimate if the resources (human and financial) invested (or expected to be invested) in the advocacy efforts offer good prospects for success. This includes intellectual assets, funding and staffing, and UNICEF's 'social capital' to bring change. Also, the extent to which existing **technical capacities and skills are sufficient** for the implementation of the advocacy approaches as well as the extent to which there is a clear definition and understanding among relevant staff and stakeholders of the different **advocacy roles, responsibilities and accountability** for effective coordination and partnerships. Recommendations will advise on achieving a balance between expectations and capacities at different levels of HQ, RO, CO, as well as NatComs.

The following specific objectives will be considered in preparing a future summative evaluation:

5. **Validity of Design (Theories of Change).** To assess the **soundness of the design of advocacy change strategy included in the SP, the GAPs ToC and the overarching advocacy plans set out to achieve expected advocacy goal.** This framework should provide a logical way of thinking about the various strategies and tactics, stakeholders, intermediate and final results, and starting points. Recommendations will help the advocacy work to increase its efficiency in targeting, techniques, and reviews and evaluations.
6. **Validity of Design (Baselining for Future Summative Evaluation).** To summarize what is required for UNICEF to be able to carry out a meaningful evaluation of its advocacy work in 2025. **If possible, to provide metrics by which changes can be measured to ensure a meaningful future summative evaluation of the advocacy work in 2025.** Recommendations will address actions to be taken over the next two years that will improve understanding, coherence, conceptualizing, resourcing, coordination, and evidence-based approaches.
7. **System Adequacy.** Assessing the **quality and coherence of the advocacy planning, monitoring and reporting systems, examining among others** (a) the availability and quality of the SMART indicators; (b) adequacy of baseline data; (c) adequacy of data collection systems in terms of frequency, disaggregation (i.e. gender, disability, with equity and human rights considerations), timeliness, and quality; (d) planning for complementary studies, research, and other evaluations; and (e) likely satisfaction by data users from the operational teams to the social accountability to affected populations to the highest strategic levels. Recommendations will be technical advice on indicators, means of verification, and stakeholder use.

3.2 Scope

The evaluation considers a two-pronged approach, the evaluability assessment and the formative evaluation. The following are the key distinctions between the two approaches:

- **The Evaluability Assessment** focuses on ensuring a meaningful future summative evaluation of advocacy efforts can be carried out by the end of the current SP (2025). Consequently, it focuses on gathering evidence about the internal logic and design of the advocacy change strategy, including but not limited to the Theory of Change as well as the overall adequacy and rationale of key systems (planning, monitoring, evaluation and reporting).
- **The Formative Evaluation** focuses on the advocacy approaches and the resources available for their execution, such as the processes expected to lead to change as per the Strategic Plan (SP) 2022-2025, identifying early adjustments in the advocacy structure, plans and procedures that can increase the success of these advocacy efforts. It also pays attention to the overall shared understanding and ownership of advocacy work within UNICEF. The formative evaluation will put efforts on setting the grounds towards maximising the contribution of the advocacy efforts to the SP goals, but organizational performance will not be assessed.

The **overall scope** of the evaluation will include multiple organizational levels, with the advocacy change strategy and the 2022-2025 SP as reference. The GCAS 2019-2022 will also help inform the analysis. The evaluation is also expected to contribute to inform the GCAS for 2023-2025 that is currently under development.

The **geographical** scope is global (meaning it includes all levels of interest, namely global, regional, national and sub-national), and the chronological scope is 2022-2025.

Advocacy priorities originating at each **organisational level** will be examined, to make sure that the exercise does not imply that only the global priorities deserve the deepest attention. However, the GAPs will get the most attention. A necessary focus will be how levels collaborate to achieve a whole-of-UNICEF effect (ToR p.7). Through a total of six case studies, the analysis will cover all contribution expected from the GAPs to the SP 2022-2025 Goal Areas and humanitarian advocacy. Despite no contribution from the GAPs is expected for Goal Area 5 on poverty and social protection, a specific case study has been designed to address this thematic area. More about the case studies can be found in section 1.8 (methodological strategies) and 1.9 (Sampling strategies).

The evaluation will also consider **organisational capacities**, including conceptualization, enabling environment, implementation, evidence generation and use. (ToR p.7)

For the purposes of this evaluation, **advocacy and communications** are distinctively understood. Communications "is the means through which UNICEF disseminates messages based on moral claims of a shared humanity as embodied in the CRC and other normative documents". Advocacy is "the process of obtaining concrete commitments to those normative goals through Constitutions, law, policies, etc. It is the 'How' in support of the 'What'". Synergies and interactions between Communications and Advocacy are within the scope of the evaluation. (ToR p.7)

In response to the fact that advocacy goals exist for all host settings, the evaluation will consider both very high-income settings as well as the poorest nations, and humanitarian contexts. In particular, the adaptation or differentiation of the advocacy activities to **humanitarian** or emergency contexts will be a special area of focus (ToR p.7). One case study has also been specifically designed to analyse advocacy efforts in humanitarian contexts.

The evaluation will too prioritise **output-level UNICEF advocacy** efforts. Outcome and impact-level indicators will be reviewed. (ToR p.7). When it comes to **timeframe**, the evaluation will be conducted between November 2022 and June 2023.

It is not in the scope of this early, formative evaluation to assess organizational performance at the outcome level. Consequently, the evaluation will not consider de adequate use of financial resources, fiscal capacities, or leadership implementation capacities.

3.3 Expected users and intended use

The evaluation will focus on maximizing the utility of its results and their actual use. In order to do so, the evaluation design and process will be carried out with careful consideration of meeting the information needs of primary and secondary audiences as expressed in table 1.

Table 1. The evaluation intended users and expected uses.

TYPE OF USER	DESIGNATION	INTENDED USE
PRIMARY	SET 1 Senior management, Division of Global Communication and Advocacy (DGCA), Programme Group (PG), Office of Emergency Programmes (EMOPS) on advocacy in humanitarian action, the Evaluation Office, affiliated partners and relevant staff dealing with fundraising, programming and planning & monitoring.	<ul style="list-style-type: none"> • Improve the design of advocacy approaches (GAPs). • Improve the implementation of advocacy efforts and resource allocation for decision-making and engagement. • Learning and accountability. • Develop / strengthen mechanisms for strategic and political intel gathering. • Prepare for a meaningful final evaluation of advocacy efforts in 2025.
	SET 2 Staff involved in the institutional and operational implementation of advocacy approaches at Regional Offices, Country offices and sub-offices.	<ul style="list-style-type: none"> • Improve the design of advocacy approaches (GAPs). • Improve the implementation of advocacy efforts and resource allocation for decision-making and engagement. • Learning. • Prepare for a meaningful final evaluation of advocacy efforts by the end of the current SP in 2025.
	SET 3 UNICEF National Committees (NatComs).	<ul style="list-style-type: none"> • Improve the design of advocacy approaches (GAPs). • Influence implementation and resource allocation for decision-making and engagement. • Learning.
SECONDARY	Donors /Member States	<ul style="list-style-type: none"> • Accountability and learning
	UNICEF partners: <ul style="list-style-type: none"> • Governments (National Committees and Ministries) • Civil society organizations (CSOs) • UN organizations and other international and national Non-Governmental Organizations (NGOs) • Media • Private sector partners. Other implementing partners.	<ul style="list-style-type: none"> • Accountability and learning
	Rightsholders /direct and indirect targeted communities, families, and children and young people.	<ul style="list-style-type: none"> • Accountability
	Secondary partners: <ul style="list-style-type: none"> • Opinion leaders/champions • Other organizations promoting child rights • Other stakeholders: international donors, other NGOs. 	<ul style="list-style-type: none"> • Organizational learning and development

4. EVALUATION FRAMEWORK AND QUESTIONS

4.1 Evaluation framework

The driving questions for the evaluation can be summarized as "How adequate are the current advocacy efforts such as advocacy plans, designs, frameworks, resources, and structures, to support the goals of the SP and increase the success of UNICEF's advocacy work?" and "To what extent are evaluative elements adequately in place to ensure a meaningful evaluation of the contribution of UNICEF advocacy work to the overall SP success and improve monitoring and evaluation efforts?" In order to address these concerns, the evaluation is built on the conceptual framework proposed in the ToR, and guided by a set of evaluation/research questions and hypothetical assumptions.

The evaluation will be guided by specific criteria. A total of five criterion are considered for the analysis, namely coherence, validity of design, relevance, system adequacy and implementation capacity. The criteria combines, renames and brings together all the aspects initially outlined in the ToR.

COHERENCE: Under this criterion the evaluation will focus on establishing the extent to which UNICEF staff and key external advocacy stakeholders have a clear and shared understanding of what advocacy is and what advocacy work entails (and how it relates to communication), how to achieve advocacy goals as well as the alignment between UNICEF broad definition of advocacy with the current thinking and best practices in the field.

VALIDITY OF DESIGN: In an overall sense, this criterion puts focus on the soundness of the design of the advocacy change strategy included in the SP, the GAPS, humanitarian advocacy and other areas and the overarching advocacy plans set out to achieve expected advocacy goals. The analysis is expected to address how advocacy evaluation can be approached and designed in a way that supports effectiveness. As a result of the analysis and the assessment, a series of approaches and requirements will be recommended to ensure a meaningful future summative evaluation of the advocacy work in 2025"

RELEVANCE: Under this criterion, the evaluation will assess the relevance of the Global Advocacy Priorities (GAPs), humanitarian advocacy, and other areas of advocacy in the settings where UNICEF operates. The overall idea behind the assessment is to determine the alignment of the GAPs to UNICEF's mandate and the Strategic Plan 2022-2025 as well as global frameworks (SDGs and the 2030 Agenda), and the relevance of humanitarian advocacy efforts to the CCCs.

SYSTEM ADEQUACY: This criterion puts focus on assessing the soundness of the planning systems, including procedures and protocols, as well as the Monitoring & Evaluation system and reporting systems¹⁶.

IMPLEMENTATION CAPACITY: This criterion tackles UNICEF's overall readiness to engage in advocacy work at different levels and at different scales. Three main concepts are addressed: resourcing, technical capacities and coordination. When it comes to resourcing, the assessment will put focus on the adequate allocation of resources for the implementation of the advocacy approaches. The extent to which existing technical capacities and skills are sufficient for the implementation of the advocacy approaches will be another area of analysis. Finally, and as confirmed during the inception phase and the scoping interviews, particular efforts will be put on assessing the extent to which there is a clear definition and understanding among relevant staff and stakeholders of the different advocacy roles, responsibilities and accountability for effective coordination and partnerships at different levels of HQ, RO, CO as well as NatComs. Implementation capacity will not consider de adequate use of financial resources, fiscal capacities, or leadership implementation capacities.

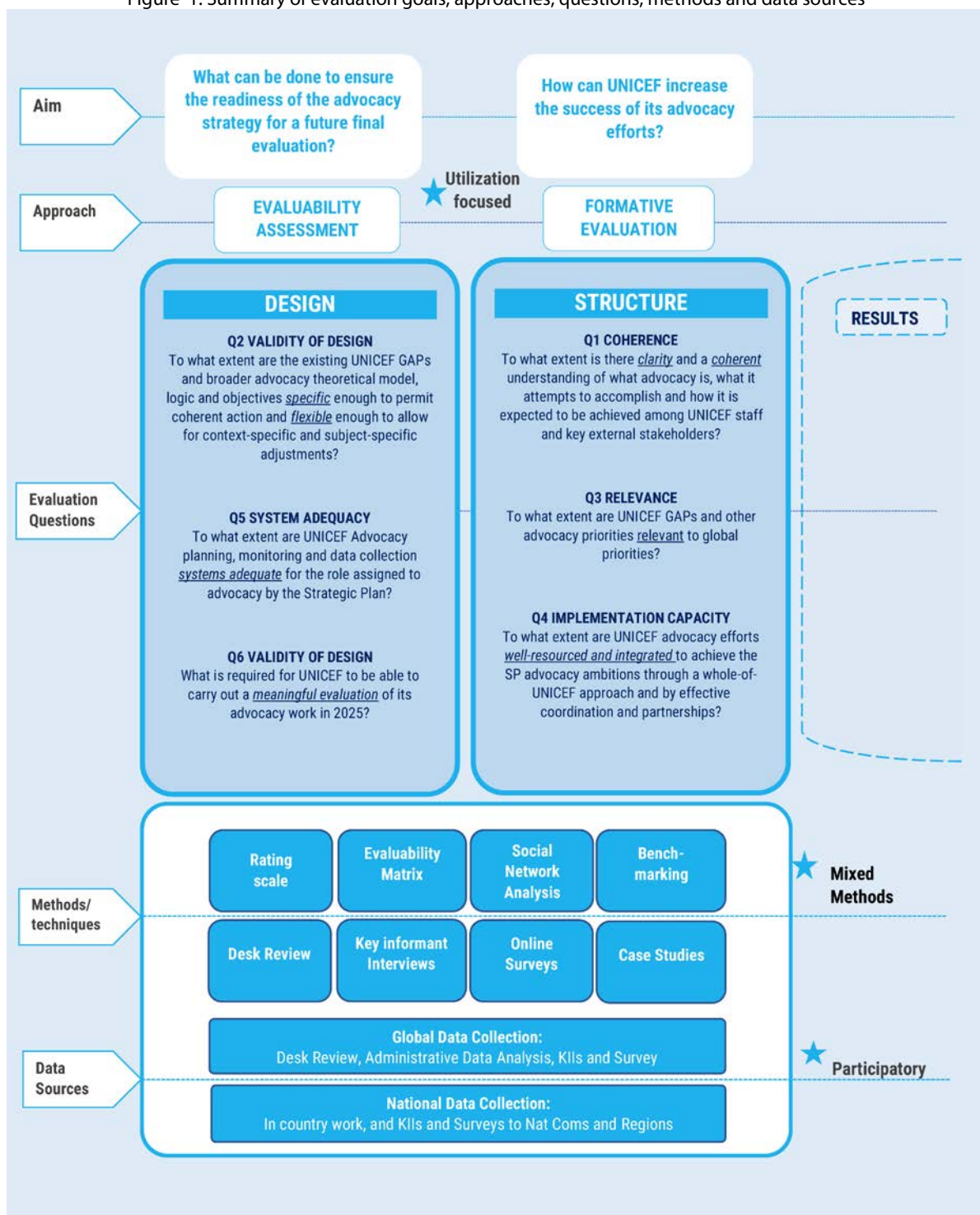
¹⁶ This criterion includes the assessment of the adequacy of M&E systems, as originally included in the ToR.

4.2 Evaluation questions

A total of six main evaluation questions, detailed through twelve sub questions, will orient the assignment. The set of original evaluation questions and sub questions included in the ToR has been further defined to better reflect the results of the inception phase analysis and the overall design of the process. Three evaluation questions inform the evaluability assessment (questions 2, 5 and 6) and the other three evaluation questions (questions 1, 3 and 4) inform the formative evaluation.

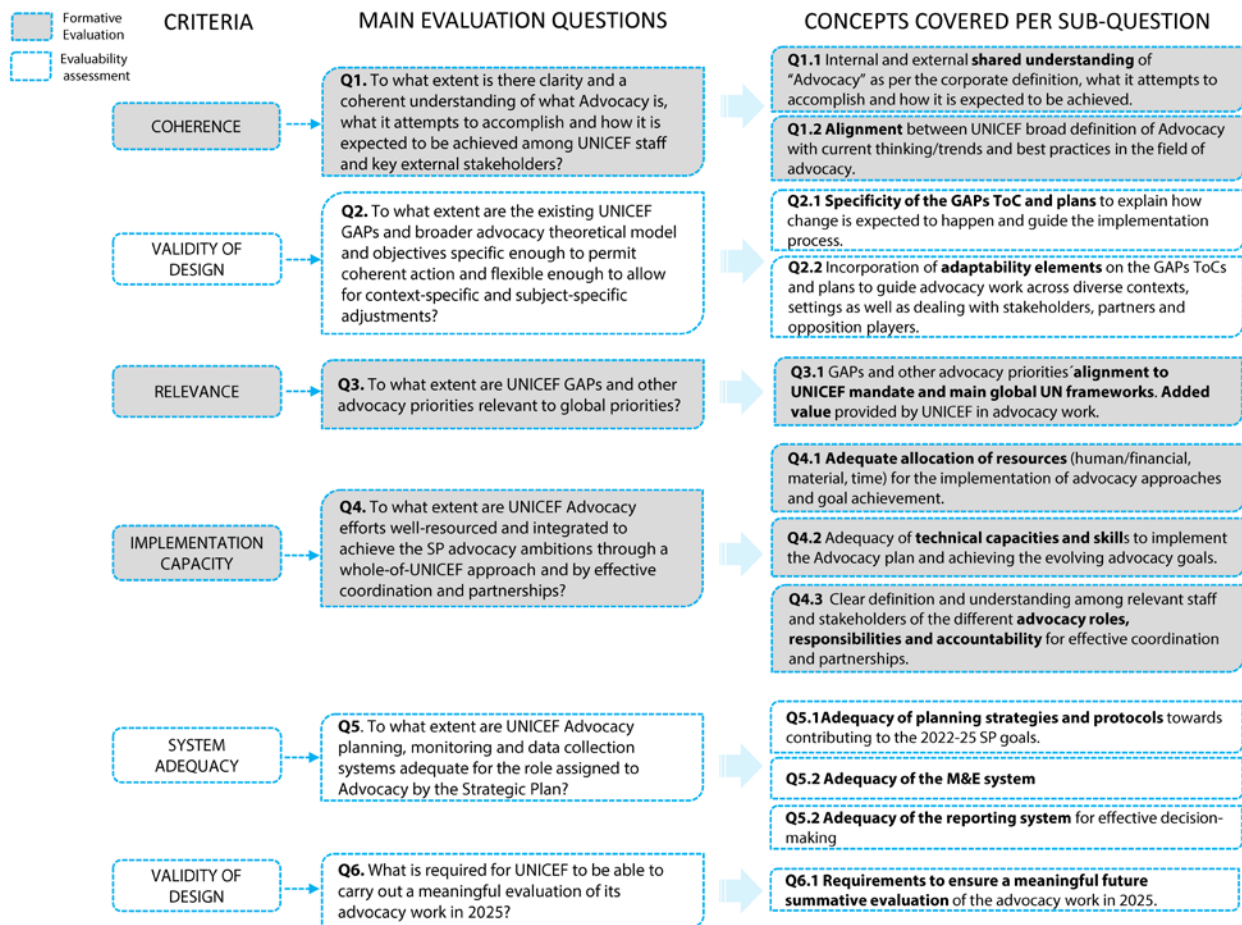
A document comprising the logic followed to change, include and remove some of the original question is attached in Annex 2. The proposed Evaluation Matrix is attached in Annex 1.

Figure 1. Summary of evaluation goals, approaches, questions, methods and data sources



The following figure shows a brief explanation of the nature of the evaluation question and sub-questions included under each of the criterion considered.

Figure 2. Summary of evaluation criteria, key evaluation questions and main concepts covered



5. METHODOLOGY

The purpose of this section is to establish the approach and methodology that will guide the data collection, analysis, interpretation and the way in which the final deliverables will be framed.

5.1 Overall evaluation approach

The proposed methodological approach is utilization-focused, participatory, and draws upon mixed methods. It combines a (1) criteria-based approach complemented with a (2) theory-based with a clear (3) utilization focused and use of (4) participatory approaches, and a (5) complexity-aware model, that can guide the improvement-oriented formative approach.

(1) As already presented, the evaluation will follow tailored criteria. The following is a brief description of the overall methodological approach considered to address the main areas of interest:

COHERENCE: Despite the fact that the main goal under this criterion is to assess the extent to which a shared understanding of what advocacy is and the alignment of UNICEF approaches to advocacy to current best practices in the field, the results of the assessment are also expected to promote the evaluation "process use" to strengthen ownership and contribute to improve a common understanding of UNICEF's advocacy strategy among relevant stakeholders. Evaluation process use is defined as"

individual changes in thinking and behaving that occur among those involved in evaluation as a result of the learning that occurs during the evaluation process"¹⁷. The evaluation process is expected to contribute to increase this shared understanding and ownership, especially considering that the evaluation will help improve Theories of Change and the subsequent Theory of Transformation (see next paragraph on validity of design for more details) for UNICEF's advocacy work. The engagement of key stakeholders in this process will be essential not only to validate the final ToC, but also to strengthen ownership and understanding of what is advocacy and how UNICEF's advocacy plan is supposed to work and unfold expected changes.

VALIDITY OF DESIGN: In an overall sense, the approach focuses on assessing the overall quality of UNICEF's advocacy change strategy design, focusing on the extent to which it reflects the contextual conditions to be faced, its alignment to key goals and strategies, as well as key implementation modalities. In order to do that, the evaluation team will develop a Theory of Transformation (ToT)¹⁸, which basically refers to synthesizing multiple Theories of Change (ToC) to establish an overall framework or global ToC independent of any specific subject matter explaining how the overall advocacy change strategy and plan is supposed to work in both development and humanitarian settings. This approach follows a systems thinking logic, that goes beyond the examination of specific projects/programmes/priorities to reflect the interdependence and interconnections that take place at all levels and across GAPS and other secondary priorities to contribute to global advocacy goals. The theory of transformation involves multiple ToC, multiple actors in multiple arenas to unfold the expected cause-effect chain that influence changes at the highest levels, such as policy influencing or related systemic goals. In order to build a transformative theory, a ToC will be revised for each one of the GAPS. Once these are validated, they will be aligned and integrated into an overall ToT that will also complemented with additional elements (processes, results, assumptions, etc.) not necessarily included in the GAPS. In addition, the main components of the ToT will be categorized based on their level of complexity e.g., simple, complicated and complex) so as to make sure specific assumptions and considerations are included accordingly.

The adequacy of the GAPS ToCs for both development and humanitarian settings¹⁹ will be assessed following a set of sub-criteria designed for that specific purpose, as follows:

- **Completeness:** This sub-criterion refers to the extent to which a ToC includes all relevant elements that enable a clear and comprehensive representation of the different pathways of change leading to results at all levels. Completeness also analyses the extent to which relevant cross-cutting issues (gender, equity, disability and human rights) are clearly reflected in the intervention design and the ToC).
- **Accuracy/robustness:** This element studies the degree to which already presented elements of a ToC (activities, outputs, outcomes, impacts and assumptions) and the proposed causal linkages between them are clearly indicated.
- **Plausibility:** The sub-criterion analyses how likely is that a ToC will generate real changes on the ground at expected times. For that, the logic should be based on prior evidence suggesting that the activities, if implemented, are expected to trigger the causal chain leading to desired results. In addition, the logic of the outcome chain needs to be solid and plausible.
- **Context-sensitivity:** The sub-criterion studies the degree to which the ToC encompasses the diversity of contexts it is meant to cover, and whether it is sensitive to the inherent unpredictability of the context in which the advocacy efforts are implemented. The assessment will provide sufficient guidance to operationalize advocacy work across different context and

¹⁷ Patton, M. (1998). Discovering process use. *Evaluation* 4, n.º 2. 225-33.

¹⁸ Patton, M (2021). Evaluation Criteria for Evaluating Transformation: Implications for the Coronavirus Pandemic and the Global Climate Emergency. *American Journal of Evaluation* 42, n.º 1. 53-89.

¹⁹ The analysis of the ToCs will be applied to the GAPS considering both development and humanitarian settings. The Theory of Transformation will consider additional advocacy priorities, but that will not be part of this initial assessment.

settings (political, economic, humanitarian, etc.). The assessment will also consider the complexity of the settings where the advocacy work is to be implemented, and specific measures will be taken when working in a fluid environment with changing conditions (economic, social, stakeholders, partners, etc.) and new information and insights emerging. In these cases, the ToC should also provide key insights for a program team to share information, make collective decisions and document these decisions.

The assessment of the ToC is expected to trigger discussion and guidance on what paths to follow to maximize results considering the different settings in which the advocacy plan is implemented. **Practices of change**²⁰ will also be considered during the analysis, so as to make sure there is a clear and adaptable connection between the theory and the practice in the field.

In addition, the analysis under this criterion will provide recommendation towards ensuring a meaningful final evaluation of the advocacy work by 2025. The analysis will not only focus on the results of the evaluability assessment, and it will build on the evidence generated during the formative evaluation so as to provide a comprehensive set of recommendation about what UNICEF could consider maximizing the utility of the final summative evaluation of the advocacy approaches and results.

RELEVANCE: The overall idea behind the assessment is to determine the alignment of the GAPs and other areas to the UNICEF mandate, the Strategic Plan 2022-2025 and main global UN frameworks. In addition, the analysis will determine the added value provided by UNICEF in advocacy work within the UN system. The key strategy to address relevant evaluation question will focus on extensive desk review combined with the results of the data collected for the case studies that will be carried out (more about methodological strategies in the next section).

IMPLEMENTATION CAPACITY: The focus of this criterion is threefold, since it addresses (1) the extent to which current resources are adequately allocated for the implementation of the advocacy approaches, (2) the extent to which existing capacities and skills are adequate to implement the advocacy plan and achieve expected results and (3) extent to which there is a clear definition and understanding of the different advocacy roles, responsibilities and accountability for an effective coordination and partnerships. In order to address relevant evaluation question, the consulting team will carry out extensive desk review, interviews and a survey, combined with the results of the data collected for the case studies, as well as the overall results of the evaluation.

When it comes to the analysis of resource allocation, the assessment will include a desk review of financial and human resources documentation combined with a series of interviews and online survey of staff across UNICEF (both as part of the general analysis and the specific case studies) that will provide perceptual data on the extent to which current resources are fit for the purpose. The assessment will focus on establishing the extent to which resources are allocated and prioritized coherently to complement each other, carry out expected advocacy approaches and achieved relevant goals. Moreover, the analysis will pinpoint additional resources needed and potential alternative strategies to deliver advocacy goals more efficiently. The analysis will not include an assessment on the effective use of resources, as described in the section of "methodological limitations".

When it comes to technical capacities, the analysis will focus on establishing the extent to which advocacy skills and capacities are adequate to achieve expected goals. Self-expressed skills and capacities to implement the advocacy approaches will be captured through key informant interviews and an online survey.

The analysis on the adequacy and clear understanding of **advocacy roles and responsibilities** across UNICEF's sectors has been pinpointed during the inception phase as a key area to focus the evaluation efforts. As a result, this will be a crosscutting topic during the assessment, which will be included in all

²⁰ Arensman B., Van Waegeningh C., Van Wessel M. (2017) "Twinning Practices of Change with Theory of Change".

case studies and global analysis. The aim is to understand the extent to which advocacy roles and responsibilities are clearly and similarly understood and applied so as to contribute to the goals set in the advocacy plan. In addition, the analysis will also include and study on current key internal and external partnerships and the extent they are suitable for strategic decision making and for advocacy guidance.

SYSTEM ADEQUACY: The emphasis under this criterion is twofold: on the one hand, it reviews the existing planning system and analyses the extent to which it is adequate to ensure meaningful advocacy approaches and initiatives. On the other hand, it analyses the M&E system and reporting systems and the extent to which they provide adequate guidance for effective decision-making.

In order to assess the planning system, the assessment will give priority to identifying evidence of clear and relevant linkages between the planning strategies and procedures and the advocacy approaches and goals considered in the SP 2022-2025. In addition, it will assess the level of implementation of the approved planning-related recommendations from other advocacy related evaluations.

In order to assess the M&E system, the evaluation will establish the validity, quality and adequacy of the indicators and advocacy objectives within the existing advocacy results frameworks to determine whether they are SMART²¹ and to capture all key intended and unintended contributions of UNICEF's advocacy efforts. The set of indicators considered for the analysis are those that fall within the level 1 (sample of indicators of the Advocacy & Communication change strategy) and level 2 (sample of Outcome indicators with direct reference to policy changes that result from Advocacy work) of advocacy-related indicators within the SP 2022-2025 institutional Results and Resource Framework (IRRF), as included in the ToR (Annex 7, page 3). Following the ToR, this exercise will give central focus to Output-level UNICEF advocacy efforts. These are the elements under UNICEF direct operational control and whose success is fully in its hands. Outcome and impact-level indicators will be reviewed to assess intelligent projections and operationalization well beyond the span of control of UNICEF.

The advocacy monitoring planning plan, M&E systems and results frameworks will be reviewed considering the following:

- All relevant indicators and advocacy objectives will be assessed following the SMART criteria, applying a rubric to determine their overall compliance with the SMART criteria, as shown in the following table. Once the analysis is completed, a series of recommendations will be issued to increase the relevance and adequacy of both indicators and advocacy objectives. In addition to the SMART analysis, the assessment of indicators and objectives will include the classification of these elements following the Gender Result Effectiveness Scale (GRES)²², as shown in figure 3. This scale will also be used to assess the extent disability is considered in indicators and results²³.
- Disability inclusiveness, equity and human rights will be also taken into account for the analysis of indicators and advocacy objectives²⁴, following relevant UNICEF's guidelines. The areas of analysis that will be covered are shown in table 3 under the "methodological strategies" section and the sample of specific rubrics are shown in table 11.
- Beyond using the SMART criteria, mandatory and additional indicators will be assessed based on their adequacy to measure the concepts they aim to address. Complexity-aware indicators

²¹ Specific, Measurable, Attainable, Relevant, Time Bound.

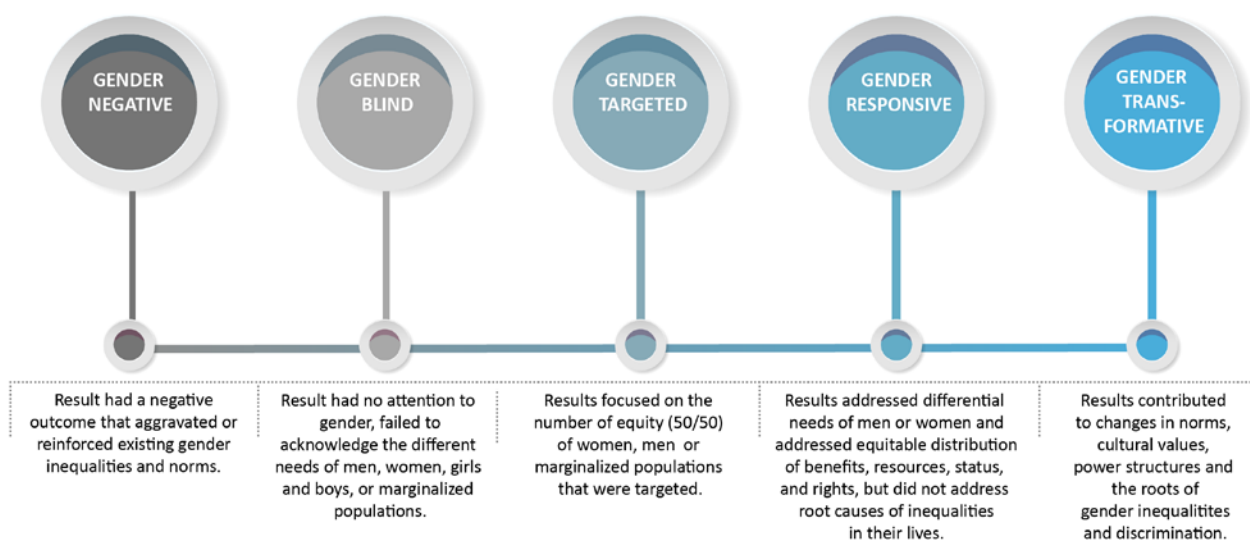
²² UNDP (2015). Evaluation of UNDP's Contribution to Gender Equality

²³ Following the UNICEF guidelines for disability inclusive evaluations, disability-inclusiveness will be considered analogous to gender inclusiveness in evaluations. Gender-inclusive approaches to evaluation are commonly based on the gender continuum model, which ranges from gender-discriminatory and gender-blind to gender-responsive and ultimately gender-trans-formative.

²⁴ As included in indicators 2.1.5 and 5.2.1 of the Evaluation Matrix

should inform decision making for aspects of advocacy efforts implemented in complex and rapid-changing environments. In those cases, the information provided by regular performance indicators (which are designed to function under simpler conditions) might need to be supplemented to support adaptive management. In case needed, sentinel indicators will be proposed to complement existing ones. Sentinel indicators play a different function than those used in performance monitoring. Rather than measuring progress towards predicted results according to predetermined targets, sentinel indicators signal complex change processes which merit investigation once they occur. They focus on the assumptions established in a ToC or ToT, alerting project staff to changes in the context that require more inquiry and observation²⁵. Basically, sentinel indicators track assumptions that refer to contextual factors, so as to alert staff once they occur. This maximizes the adaptability of the interventions in rapidly-changing and/or complex environments, linking effectively the theory of change with the practice of change.

Figure 3. The Gender Results Effectiveness Scale (GRES)



A series of elements will guide the assessment of M&E systems, as summarized in Table 2 and specified in the evaluation matrix (indicator 5.2.1- see Annex 1). The elements considered for the analysis of reporting mechanisms is included in indicator 5.3.1, 5.3.2 and 5.3.3 of the evaluation matrix, which include, among others, the need to ensure fully fledged learning and communication strategies and materials are in place, as well as knowledge management strategies, plans and systems, so as to ensure learning is integrated into programme monitoring and management.

Table 2. Elements to consider for the assessment of the advocacy M&E systems

ELEMENT	STATUS	ELEMENT	STATUS
Baseline/Targets	✓	Cost per activity/indicator	✓
Periodicity of data collection	✓	Disaggregated data	✓
Responsibilities/sources of verification	✓	Complexity aware approaches to monitoring	✓
Accountability measures	✓	M&E database	✓
Metadata for indicators ²⁶	✓	Key reporting documents	✓

²⁵ USAID (2014). Pace of Change in Complexity. s. f., 8.

²⁶ Metadata for indicators typically include the definition, rationale, calculation method, level of disaggregation, data collection and analysis methods, responsibilities and limitations of each one of the indicators included in a results framework.

(2) Theory-based: Theory-based approaches to evaluation use an explicit logic model and/or ToC to draw conclusions about whether and how an intervention contributed to observed results. The relevance of this approach lies in its usefulness in setting guidelines for designing the evaluation, allowing a better understanding of the intervention and including the cause / effect links generated at all levels. It is also crucial to understand the data and interpret the evidence in order to make sound conclusions and recommendations. In addition, this methodology also allows the identification and inclusion of relevant issues in the evaluation that do not necessarily fall under the influence of generic evaluation criteria.

(3) Utilisation Focused: The evaluation will be utilisation focused and offer an opportunity to generate knowledge that enables key stakeholders to document and assess progress towards intended indicators and outcomes. It is understood that the evaluation is expected to inform both ongoing progress towards SP as well as preparatory work for the future evaluation of the SP. Through this approach the evaluation will focus on understanding the enabling factors and barriers, as well as to surface opportunities for adaptation and course correction.

(4) Participatory: The evaluation will be participatory, and implemented to foster a strong sense of engagement and ownership of the evaluation process and outputs among the primary intended users (all Set 1, 2 and 3). The evaluation will be designed in such a way that engages stakeholders at the most appropriate moments in the process. The evaluation team foresees direct and frequent engagement with the UNICEF Evaluation Office, including but not exclusively through the bi-weekly meetings set up, but most critically at pivotal moments including inception meetings, and co-creation workshops for theory of change refinement and recommendations. The evaluation will also ensure inclusive participation of the main stakeholders involved in the advocacy plan at all stages of the assessment, mainly through a consultative process. This will be particularly relevant when re-designing the ToC, as the validation of key internal and external stakeholders will be essential to increase ownership, robustness of the theory and joint control of the evaluation process and learnings, maximizing evaluation use as a result. In addition, program theory development for a program with complicated/complex aspects benefits from the participation of all key partners who are responsible for delivering various parts or interrelated streams of the total program.²⁷ For that, a specific workshop will be carried out. By asking the question, 'Who should be involved, why and how?' for each step of this evaluation, an appropriate and context-specific participatory approach will be developed. Different participatory methodologies in workshops, like Canvas and Design Thinking will be considered. These methodologies allow creative process to build up and break down ideas. They are particularly useful for addressing 'wicked' problems, for being more person-centric and for encouraging innovation.

(5) Finally, the evaluation will consider a complex aware system thinking approach, in the sense that it will ultimately put particular efforts on establishing the interlinkages and interdependence expected at all the levels of the advocacy plan, taking into consideration the non-linear and complex interlinkages and complementarity among the GAPs, as well as between these and other additional secondary priorities in both development and humanitarian settings. The analysis will aim at determining the extent to which these interactions are considered in the design of the programme, particularly in its Theory of Change. The logic behind considering a system approach is grounded in the idea that broad, long term, systemic solutions are more fundamental than reactive and/or intermittent fixes that only address the symptoms of the problem. The consulting team will develop a systems-based analysis tackling how different factors at each of the four GAPs interact to support or undermine the achievement of the overall advocacy plan. The analysis will aim at determining the extent to which these interactions are considered in the design of the programme, design a global Theory of transformation, and ensure the readiness of the advocacy plan to capture all type of achievements, including from opportunistic and reactive advocacy efforts.

²⁷ Funnell S.C. Rogers P.J (2011). Purposeful Program Theory Effective Use of Theories of Change and Logic Models.

5.2 Methodological strategies

The consulting team will ensure methodological robustness and a fit for purpose process to overcome - to the extent possible - the challenges to evaluate advocacy work, as described in the ToR, by:

Combining qualitative and quantitative strategies, following a mixed-method concurrent triangulation²⁸ approach. The evaluation team will produce both quantitative and qualitative data concurrently and then compare databases to establish convergences, divergences or a combination of both. Therefore, a process of confirmation, disconfirmation, cross-validation and corroboration will be carried out in order to obtain key findings in which to base conclusions and recommendations. In practice, this means that quantitative data will provide findings to trace statistical trends, whilst qualitative data obtained during the assessment process will provide hypothesis of inquiry, explanations and nuances, and some of those will complement and further explain the quantitative trends found. Both approaches will be conducted in an interim and iterating way to ensure the highest methodological robustness.

Using different and complementary sources of information. The approach considers the triangulation of primary and secondary sources of information and will strive to fill eventual information gaps, non-updated information or unreliable information. Available data can be complemented by individual perspectives (captured through structured interviews, focus groups and online survey).

Following an open and flexible approach. The objectives of the evaluation require open and flexible approaches that will be applied in two stages. The first revision of the evaluation design will be conducted during the inception phase (end of the first phase), when the methods and techniques have to be piloted and refined. Data collection tools might be finetuned following a midpoint stocktaking exercise of evidence available. During this process, an early assessment of which sub questions have the weakest or least robust evidence is done to tailor the tools in the subsequent collection exercise to prioritise those indicators or questions for which weaker evidence is available.

In terms of enhancing the validity of the evaluation, the combination of the proposed methods will allow the triangulation of information, strengthening the validity of the study. The assessment will ensure data triangulation (use of a variety of data sources), method triangulation (use of a variety of techniques) and investigator triangulation (use of different evaluators). In order to ensure the reliability of data-gathering tools, the evaluation team will conduct several internal quality assurance procedures, such as ensuring that the definition of categories for qualitative data is clear and that all the team members understand each key concept similarly.

The level of evidence confidence will be assessed following the scale used in the Evaluability Assessment and Formative Evaluation of UNICEF's Strategic Plan 2022-2055. The confidence required quality, validation, and triangulation of the evidence sources, with the following scale applied:

Level 4: Multiple lines and levels of evidence with very strong triangulation;

Level 3: Multiple lines and levels of evidence, most of which triangulate;

Level 2: Limited lines and levels of evidence with limited triangulation;

Level 1: A single line of evidence and weak triangulation.

Ensuring that cross-cutting issues are embedded into the core of the methodology, to be integrated in the list of conclusions, best practices and actionable recommendations, by (1) embedding Gender Equality and the Empowerment of Women (GEEW) intersectional principles in the scope of analysis of the assessment, and by (2) adopting a human rights-based approach in the review of the logical framework and (3) following relevant UNICEF guidelines on ensuring equity, gender and human rights are adequately reflected in advocacy efforts.

²⁸ Creswell, J. (2003) Research design. Third edition.

The following table shows the different areas of analysis in which cross-cutting issue will be considered:

Table 3. Areas of analysis for cross-cutting issues

CROSSCUTTING ISSUE	AREAS OF ANALYSIS
Gender equality, Equity, Disability and Human Rights.	<ul style="list-style-type: none"> ▪ The advocacy strategy, the GAPs and other areas clearly reflect crosscutting issues in their ToC and results frameworks (Indicator 2.1.1 and indicator 2.1.5) ▪ The advocacy related indicators (level 1 and 2) take cross-cutting issues into consideration, including the assessment under the GRES scale. ▪ Planning, monitoring and reporting systems capture and are designed to effectively capture and report on cross-cutting issues (disaggregated data, by gender, race, age, etc., specific reporting systems/sections, focus on those furthest behind, etc.) (Indicator 5.2.1 and indicator 5.3.1)

The following methodological strategies and data gathering techniques will be carried out:

Table 4. Methodological strategies

METHODOLOGICAL STRATEGIES	RESEARCH TECHNIQUES	DATA GATHERING TOOLS
Qualitative strategies (Content analysis, discourse analysis)	<ul style="list-style-type: none"> ▪ Literature and desk review (primary & secondary data) ▪ Semi-structured interviews ▪ Focus group discussions ▪ Workshops ▪ Social Network Analysis ▪ Benchmarking exercise ▪ Expert input 	<ul style="list-style-type: none"> ▪ KII protocols ▪ Analytical framework/matrix ▪ Observation diary/notes
Quantitative strategies (Descriptive and/ or inferential statistical analysis)	<ul style="list-style-type: none"> ▪ Desk research (primary & secondary data) ▪ Online survey 	<ul style="list-style-type: none"> ▪ Scoring tool (only some indicators) ▪ Review notes ▪ Questionnaires

The combination of techniques has been chosen to enable the consulting team to obtain a reasonable view and understanding of UNICEF's advocacy efforts, to be able to answer and provide meaningful recommendations. **The following is a brief explanation of the research techniques and tools considered for the assessment:**

1. Case studies: Case study as an evaluation method is a means of learning about a complex instance, based on a comprehensive understanding of that instance obtained through extensive description and analysis of that instance taken as a whole and in its context²⁹. For the purposes of this evaluation, case studies provide a learning opportunity to study advocacy approaches and efforts in context. The evaluation plans to conduct six case studies that will examine each of the four GAPs, plus two other advocacy priorities unrelated to the GAPs, and their overall contribution to the SP 2022-2025 Goal Areas. Despite no contribution from the GAPs is expected for Goal Area 5 on poverty and social protection, a specific case study has been designed to address this thematic area. A sixth case study will focus on advocacy efforts on a humanitarian setting, since this is considered of strategic importance and presented in the ToR for the assignment.

The case studies will be essential to inform the design of the ToC for each GAP in both development and humanitarian settings, as well as to address all the main strategic areas addressed in the evaluation (coherence, relevance, validity of design, system adequacy and implementation capacity). They will be contextualized in a clear description of the advocacy objectives and strategies. Each case study will also

²⁹ USAID (2013). Technical Note Evaluative Case Studies

https://usaidlearninglab.org/sites/default/files/resource/files/usaid_case_study_tech_note_2013.pdf

address some or all of the main global advocacy approaches implemented by UNICEF, namely private influencing, mobilizing the public, using the media, coalition forming and evidence generation. A summary of the nature and contribution of each case study can be found in table 14.

The case studies will use the combination of country, regional and global cases to assess impactful practice (in each of the contexts). **The sampling strategy considered for the selection of case studies, together with the list of proposed cases can be found in section 5.3 "Sampling strategy".**

2. Literature and desk review: This will include a study of internal and external documentation and of secondary data sources. Internal documentation will cover both UNICEF advocacy related documents and generic strategic, as well as partner and sector documentation. External documentation will include relevant data sets, documents from other UN agencies, institutions, foundations, etc. as well as state-of-the-art academic literature and manuals/guides on how to establish the readability and evaluation of advocacy interventions. The initial desk review informed the inception report, including the evaluation matrix, the approach and methodology, the sampling strategy and the selection of informants. The consulting team will continue to review and synthesize material (key documents, information systems, M&E data, etc.) from the selected documentation during fieldwork and data analysis. Once the inception report is validated, this technique will enable the adjustment and design of the rest of research techniques. An additional complementary desk review will be carried out in the second phase of the evaluation once the data collection process is completed.

3. Key Informant Interviews (KII), which will be a crucial method in the assessment as it will generate key perceptual data, and allow data triangulation, views and opinions of different internal and external stakeholders. KIIs are set to inform as many as 32 indicators from all six evaluation questions, and are therefore critical towards the robustness and quality of the evaluation data and the triangulation processes. Over the course of the evaluation, as many as 100 KIIs are to be conducted, both in the context of case studies but also outside it. This number is an estimation at the inception phase, and the final number and informant list will be selected jointly with the EO. These are additional to the scoping interviews conducted during the inception phase. Country fieldwork is considered for one or two case studies at the country level (see section 6 on workplan for more details on the proposal). It is expected that a higher number of interviews will be carried out during country visits. Since these particular cases are expected to inform beyond the thematic focus of the case study and address several other issues considered for the evaluation, additional interviews will be considered as "global", either internal or external (see table 5).

At the moment of writing this report, KIIs are expected to be conducted as per Table 5³⁰.

Table 5. Estimated number of KII for the data collection phase

Case Study 1	Case Study 2	Case Study 3	Case Study 4	Case Study 5	Case Study 6	Global Internal	Global External
10	10	10	10	10	10	20	20

Internal KIIs will be an opportunity to consult evaluation primarily, internal users (set 1, 2 and 3) not otherwise consulted. External KIIs will target both secondary users, external stakeholders, benchmarking institutions, and institutions leading advocacy efforts and best practices as detailed in the Evaluation Matrix (best current thinking on the issue and best practices (indicator 1.2.1)). Key informants should be selected for their specialized knowledge and unique perspectives on a topic and special attention will be paid to select informants with diverse points of view. Group interviews and Focus Group Discussion will be considered based on the nature of the informants and the type of data/thematic area covered.

KIIs will be conducted conversationally, ideally with one respondent at a time, although a maximum of two can be considered where relevant. They will be semi structured interviews, allowing a combination of closed- and open-ended questions, and often accompanied by follow-up why or how questions.

³⁰ Numbers are indicative, and some KII might be reduced in some areas to complement other in case necessary.

Semi-structured interviews are a mix of structured and unstructured interviews. While a few questions are predetermined, the others are not planned and lead on naturally from the conversation as it develops.

In terms of **design**, the interviews will be guided by protocols based on evaluation question included in the evaluation matrix and the type of informant addressed. They will therefore be tailored to each respondent. In that sense, as many instruments and protocols as required will be created. KIIs will be about one hour, as this is considered a reasonable maximum length in order to minimize fatigue for both interviewer and respondent. Because the purpose is to explore a few issues in depth, guides are usually limited to ten to twelve items. The protocols will also include practical but important information including a presentation of the interviewer, an overview of the scope of the interview, explanations on duration, confidentiality and the unstructured nature of the conversation, and importantly, an appreciation of the interviewee time and contributions. They will allow for spontaneous conversation and questions. In case necessary, interviewees will become familiar with the guides ahead of implementation. At the time of **preparation**, the informant list will be confirmed with the EO and the scheduling of these conversations will be centralised to promote efficiency and effectiveness. Sufficient notice (two weeks minimum) will be given and polite persistency as well as flexibility will inform the scheduling.

Implementation techniques will be best practice, and will ensure a lively and amicable conversation where the interviewer established rapport and ensures a neutral atmosphere of confidentiality. These will ideally be recorded for transcription purposes while guaranteeing the privacy for the informant. It is expected that all KIIs conducted will be in English, although the team can also conduct these in Spanish and French. In the past we have found useful to conduct a mid-line assessment of evidence collected³¹, to be able to steer remaining conversations towards areas where fewer or weaker evidence is surfacing.

Evidence received under the form of KIIs will be coded and **analysed**. Transcription, recordings and notes remain confidential and will be kept until the end of this evaluation. Evidence will be mapped against the analysis matrix, and duly anonymised to ensure confidentiality. The online KII and FGD will be carried out using Zoom and/or Skype, as needed. Additional data collection tools and strategies (WhatsApp, telephone) will be considered in case needed. All qualitative information will be compiled, consolidated, collated, coded and analysed using specific software for conducting qualitative and mixed-methods research (Dedoose).

4. Online Survey: The online survey will be designed to complement qualitative techniques and produce quantitative information about the perceptions and views of key internal and external informants. Helpfully, it will gather the perceptions and feedback of those informants not reached through interviews. When internal informants reached have also been contacted through other instruments, special attention will be paid to avoid duplication and repetition.

Survey questionnaires will be key instruments for data collection, and are specified as data collection methods for sub questions 1.1, 3.2, 4.1, 4.2, 4.3 and 5.3. They will therefore target both internal and external informants in order to inform criteria of coherence, relevance, and implementation capacities. Correspondingly, different surveys will be **custom-made** in order to offer tailored questions to each group of informants. A more detailed breakdown is presented in Table 6 below.

Internally the survey will be addressed to UNICEF staff (Set 1, 2 and 3 of primary evaluation users) and internal advocacy stakeholders. Externally, the survey will be shared with secondary evaluation users,

³¹ Data collection tools might be finetuned following a midpoint stocktaking exercise of evidence available. During this process, an early assessment of which sub questions have the weakest or least robust evidence is done to tailor the tools in the subsequent collection exercise to prioritise those indicators or questions for which weaker evidence is available.

and key advocacy partners. The final list of internal and external informants will be agreed with the ERG, and the evaluation team expects to maximize coverage.

Table 6. Customization of survey instrument

Evaluation Question	Area	Sub EQ	Criteria	Indicator	Internal Informants	External Informants
Q1	Formative	1.1	Coherence	1.1.1	✓	✓
				1.1.2	✓	
				1.1.3	✓	
Q4	Formative	4.1	Resourcing	4.1.3	✓	
		4.2	Technical capacities	4.2.4	✓	
		4.3	Coordination	4.3.2	✓	✓
				4.3.3	✓	
Q5	Evaluability Assessment	5.3	System capacity	5.3.4	✓	

Importantly, surveys will be designed and implemented considering the maximum achievement of **response rates**. Non-completion or part-completion represents one of the main risks for these instruments, and might carry implications for the robustness or triangulation of evidence and robustness towards the evaluation questions that are informed by this data collection method. Therefore, in order to increase the likelihood that informants complete the questionnaires, the consulting team proposes to implement the following:

- Surveys will be designed to be as clear and concise as possible, favouring click-through questions over long text forms;
- Survey introduction will be shared with an explicit end-date as well as a time estimation of completion time;
- Automatic reminders will be launched exclusively addressed to individuals who have not yet responded.

By means of implementation, strategies that will aid survey completion include:

- Multiplatform accessibility of the survey (desktop computer but also phone or mobile device)
- Multilingual implementation where required;

The survey will also be designed and implemented in consideration of **data quality**. Based on previous experience and best practice, the evaluation team will opt for a balance between question types, and shun from questions that are biased or leading. Likewise, priority will be given to specific questions opting for even number Likert scales instead which offer more specific while maintaining a quantitative, closed-ended response.

Online surveys will be developed once this inception report is validated and tested internally and with the ERG before they are launched. On a technical level, we propose the SurveyMonkey online platform, although alternative approaches might be considered (WhatsApp, telephone survey, face-to-face, etc.) in case the accessibility to informants is limited. This platform allows for multiple features that are conducive to a successful data collection. These are summarised in the Table 7 below.

Table 7. Customization of Survey Instrument

Multi-device	The surveys will be accessible through a web link on computers, mobile phones and tablets
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Multiple responses	The platform will allow the registration of unlimited responses. Only one response per IP address will be allowed.
Multilingualism	It will allow the creation of surveys in several languages if necessary.
Personalization	The surveys can be customized, from the appearance (typography, logo insertion, etc.) to the URL.
Creation of individualized itineraries	The questions offered to the respondent may vary depending on their previous answers. This will streamline the user experience (which contributes to increasing the number of responses obtained) while reducing errors and inconsistencies in the data collected.
Response Tracking	Through a system of email campaigns, the platform will ensure the follow-up of responses. In this way, automatic reminders can be launched exclusively addressed to individuals who have not yet responded.
Accessibility	Respondents will be able to access the application directly via the Internet. In case of lack of connection, the platform can be used as a data collection tool by a surveyor equipped with a mobile device. The survey will employ accessible standard themes that include the right amount of colour contrast and brightness to ensure they accessible to most people, including people using a screen reader to take a survey and people with colour-blindness, being compliant with Section 508 standards ³² : In case necessary, over-the-phone questionnaire will be carried out for visually impaired informants.
Reporting	The tool will automatically generate visual reports in real time adapted to the needs of the study and which may, where appropriate, be accessible through a web link.

When it comes to quantitative data, the evaluation will allow the crossover analysis of quantitative variables to identify statistical trends by means of proportions, measures of central tendency, intervals of confidence (statistical significance), and correlation coefficients. Bivariate analysis and/or multivariate analysis will be carried out carefully considering minimum sample size requirements. In this line, results can be analysed based on the level of informants (global, regional, country levels), thematic areas or GAPS in which they are involved, gender, level of involvement in advocacy initiatives, etc. to determine the extent to which these variables are related to certain type of responses. Once the quantitative database is ready, specific software will be used to conduct the analysis and produce the visuals (Tableau and Excel).

4. Evaluability matrix: The evaluability assessment will be carried out to establish the extent to which UNICEF has the adequate set up to measure progress towards achieving advocacy goals. The assessment follows the criteria considered in the Evaluability Assessment and Formative Evaluation of UNICEF's Strategic Plan 2022-25. As a result, **the evaluability matrix focuses on technical elements** and uses the following criteria for the assessment:

Table 8. Criteria considered for the evaluability matrix

Coherence	Fitness for Purpose	Resourcing
The technical element supports achievement of advocacy goals in principle, is clearly defined, has clear objectives, and is aligned with UNICEF and the UN-wide normative framework. Its utility and application are well understood by the relevant staff and partners.	The technical element measures progress and supports evidence of achievement of advocacy goals in practice, responds to defined needs and goals, and facilitates the generation and use of evidence.	The technical element is supported by human and financial resources that are adequately distributed across the organization (including main advocates), activities, and areas of work, striking a balance between new and emerging issues and the overarching UNICEF mandate as expressed in the SP.

³² <https://www.section508.gov/>

The following elements will be considered for the evaluability assessment and matrix. Each one of the three criteria (coherence, fitness for purpose, and resourcing) will be rated following the rubrics shown in table 10).

Table 9. Summary of the evaluability matrix approach

AREA	ELEMENT(S)	EVAL. QUESTION	COHERENCE	FITNESS FOR PURPOSE	RESOURCING
Validity of design	GAPs Theory of Change ³³	2.1, 5.2			
System capacity	Planning strategies and protocols	5.1			
System capacity	Monitoring and evaluation system	5.2			
System capacity	Reporting system	5.2			

5. Rating scale: the evaluation will employ a five-point scale to address the technical elements included in the evaluability matrix as well as to address some of the evaluation indicators, mainly those linked to the validity of design (question 2) and system adequacy (question 5). The analysis will follow the rubrics shown in table 10, which is mainly based in the rubric used for the Evaluability Assessment and Formative Evaluation of UNICEF's Strategic Plan 2022-25. The rubrics represent the standard rating system.

Table 10. General scoring rubrics considered for some indicators included in the Evaluation Matrix

0	1	2	3	4
Totally lacking	Insufficient/poor	Insufficient/ but nascent	Sufficient/good	Optimal/very good
The element requires immediate adjustment in order to support implementation of the advocacy efforts.	The element is insufficiently ready to support implementation of the advocacy efforts	The element the element presents initial but insufficient evidence that shows readiness for supporting the advocacy efforts. It demonstrates contribution to outputs but not yet outcomes.	The element is ready to support delivery of output results but cannot demonstrate contributions to priority outcomes.	The element presents a very good amount of evidence that support the implementation of the advocacy efforts with robust evidence towards achievement of outcomes / medium-term changes.

The following table shows examples of the criteria to follow when assessing indicators and goals. Crosscutting issues of gender, disability, equity and human rights will also be considered for the assessment.

Table 11. Rubric proposed for the SMART assessment of advocacy indicators and objectives

0	1	2	3	4
None or only one of the five SMART criteria is met	One or two of the five SMART criteria are met	Three of the five SMART criteria are met	Four of the five SMART criteria are met	All five SMART criteria are met
The indicator/goal is gender negative	The indicator/goal is gender blind	The indicator/goal is gender targeted	The indicator/goal is gender responsive	The indicator/goal is gender transformative
The indicator/goal is negative to disability	The indicator/goal is disability blind	The indicator/goal is disability targeted	The indicator/goal is disability responsive	The indicator/goal is disability transformative

6. Social Network analysis: The Social Network Analysis (SNA) is a research technique that focuses on identifying and comparing the relationships within and between individuals, groups and systems in

³³ The GAP ToCs will be considered under the scope of this analysis, including a humanitarian perspective. Later in the analysis, the ToT will be co-created to reflect additional advocacy priorities.

order to model the real-world interactions at the heart of organizational knowledge and learning processes. SNA is an analysis method to explore complex relationships visually and through the use of network metrics. It helps to visualize, as well as quantify, the depth and breadth of relationships within or among organizations. The collection of data for the SNA might begin with the desk review, and can be complemented through interviews and the online survey. The SNA is expected to help identifying the key partners and sub partners for the advocacy plan while setting up a baseline network that can be used to track changes on the relationships of stakeholder's overtime. The SNA will mainly inform question 4.3 on roles, responsibilities and coordination, and more specifically to address the extent to which evidence on the approaches and strategies are available for UNICEF to actively develop the internal and external social, political and technical networks that will scale-up and sustain results over time.

7. Benchmarking exercise: In addition to the proposed set of methodological strategies included in the ToR, the evaluation team proposes to carry out a benchmarking exercise that will provide inputs on how other agencies understand, design, implement, monitor and evaluate advocacy efforts, taking stock of their experiences to date. The benchmarking analysis across a selection of United Nations agencies and other relevant organizations and foundations from the private sector will include the following areas of analysis and concepts:

Table 12. Potential areas of analysis for the proposed benchmarking exercise

AREAS OF ANALYSIS	POTENTIAL CONCEPTS TO CONSIDER
1. Definition and institutional vision and scope of advocacy efforts	Definitions, scoping, priorities, linkage with communication efforts.
2. Organizational structure for advocacy endeavours, resourcing and programmatic integration	Frameworks, logic, budget allocation dedicated to advocacy, organizational structure and advocacy architecture, specific time allocation for advocacy, training on advocacy.
3. Measurement of advocacy efforts	M&E systems and mechanism, approaches, dimensions, reporting and decision-making strategies.
4. Partnerships	Main partners, use of partnerships.
5. Organizational learning	Knowledge management and sharing approaches, learning from advocacy results across the organization.

UNICEF role in advocacy is so very different from the role that international NGOs or foundations could potentially play. In some complex contexts, the risking relationships with governments and the impartiality of UNICEF as brand is a concern in taking in undertaking advocacy initiatives. Being a UN organization is actually a strength because of the capacity but also a limitation that defines the role of UNICEF in advocacy. This aspect could lead to a more difficult benchmarking exercise.

The selection criteria and proposed set of organization for the benchmarking analysis is included in next section 5.3 "Sampling strategy".

Workshops

A ToC validation workshops will be carried out to design/review and validate ToC as part of the analysis on the validity of design. Another internal workshop will be carried out to validate the evaluation findings and co-design the recommendations. Depending on the final nature of the workshops (online/in-person), additional resources might be necessary for travels.

As for the **key data sources**, the following are the expected overall list of primary and secondary data sources to be used during the course of the evaluation.

Table 13. Main data sources

TYPE	DATA SOURCES
DOCUMENTATION	<p>Primary³⁴: evaluation briefs, case studies, analysis of qualitative and quantitative data, synthesis, etc.</p> <p>Secondary: <u>Non-program data</u>: Reports on national, regional, global level published research, bibliographies and references of relevant research studies, unpublished studies conducted by programs Stories and reports in the media, media reports, surveys, national policies and strategies, national statistical data, and other relevant sources. <u>Program data</u>: Meeting minutes, evaluations, strategic notes, CPDs, Annual Reports, SitReps, etc.</p>
INFORMANTS	<p>Internal evaluation users (Set 1,2,3) External evaluation users</p>

5.3 Sampling strategy

The evaluation will employ a purposive sampling technique, which is a non-probability sample that is selected based on characteristics of a population and the objective of the study. Purposive sampling is also known as judgmental, selective, or subjective sampling.³⁵ It is a non-probability approach that fits with the strong qualitative focus of the assessment.

CASE STUDY SAMPLING.

The proposed methodological approach to sampling case studies draws on criteria aiming at maximizing coverage and representativeness of the sample. Significantly, it also draws on literature review, intelligence and evidence collected through key scoping interviews where both good practices and learning opportunities have been mentioned. The following multifaceted criteria was helpful in narrowing the nature and scope of case studies, by considering additional variance to the total sample:

- The type and significance of advocacy efforts and approaches (private influencing, mobilizing the public, using the media, coalition forming and evidence generation);
- Areas of the evaluation covered (coherence, validity of design, relevance, implementation capacity and system adequacy);
- Type of evaluation user involved - Combination of case studies that involve evaluation users from set 1 (core HQ advocacy team), set 2 (UNICEF offices at the regional and country level) and set 3 (National Communities - NatComs);
- Range of country income levels;
- Combination of countries from different regions;
- Relevance given by key informants during the inception scoping interviews;
- Accessibility of informants and data availability; and
- Absence of country conflict and fragility, and no travel restriction.

These criteria further develop and supersedes those presented in the original Evaluation Technical Proposal, and benefits from further inputs collected through: (1) inception discussions; (2) scoping interviews; and (3) inception desk review and (4) feedback provided during the first revision of the draft

³⁴ Primary data understood as the data directly generated through the evaluation.

³⁵ Patton, 2002.

inception report. Following the desk review and the exchange and conversations throughout the inception phase, a long list of potential case studies was considered, which is included in Annex 5. In parallel, the sampling strategy also considers the feasibility and value-add for conducting in country fieldwork. The main driver for this decision should be the real contribution that such country visits would bring to the evaluation, followed by the real feasibility and budgetary implications of doing so. More on this in section 6 and the workplan.

The final set of case studies is summarized in the following table, and explained in detail below.

Table 14. Summary of key characteristics and criteria for each of the case studies proposed

CHARACTERISTICS/ SELECTION CRITERIA	Case Study 1	Case Study 2	Case Study 3	Case Study 4	Case Study 5	Case Study 6
Thematic area	GAP 1 - Zero dose goal	GAP 2 - Public-private partnerships	GAP 3 - Mental Health goal	GAP 4 - Pillar 2 & 3 - COP26	Humanitarian procedures for advocacy	Goal Area 5 - social protection
Focus	1 outcome of GAP 1	1 outcome of GAP 2	3 outcomes of GAP 3	1 pillar/ outcome of GAP 4	Advocacy procedures	1 goal area result
Geographical scope	Country (Indonesia)	Inter-regional	Country (Thailand)	Global	Country (Afghanistan)	Regional
Region	East Asia & Pacific	Sub-Saharan Africa	East Asia & Pacific	N/A	South Asia	Middle East & North Africa
Country Income levels	Middle-income	Low and middle-income	Upper middle-income	N/A	Low income country	N/A
Type of evaluation user involved	Set 1 and 2	Set 1 and 2	Set 1 and 2	Set 1,2 and mainly 3	Set 1,2 and 3	Set 1 and 2
Relevance given in scoping interviews ³⁶	***	**	***	***	****	**
Advocacy approach						
Private influencing	✓	✓	✓	✓	✓	✓
Mobilizing the public	✓		✓		✓	✓
Using the media	✓				✓	✓
Coalition forming	✓	✓	✓	✓	✓	✓
Evidence generation	✓	✓	✓		✓	✓
Evaluation areas						
Coherence	✓	✓	✓	✓	✓	✓
Relevance	✓	✓	✓	✓	✓	✓
Validity of design	✓	✓	✓	✓		✓
Imp. capacity	✓	✓	✓	✓	✓	✓
System adequacy	✓		✓	✓		✓

Case study 1: GAP 1 - The integration of advocacy approaches to reduce Zero dose children at the global, regional and country levels - the case of Indonesia.

GAP 1 aims at contributing to three main outcomes by the end of the SP 2022-25, namely (1) reducing zero dose children in priority countries, (2) increasing vaccine demand generation strategies to address under vaccination in priority countries and (3) increasing domestic and donor expenditure on primary health care protected and/or increase in priority countries.

³⁶ Refers to the mentions given to the specific topic covered by the case during the scoping interviews.

The goal in this case study is to analyse the vertical integration of relevant advocacy approaches included under outcome 1 of GAP 1 at the global, regional and country levels. This outcome has been selected since budget allocation (linked to outcome 3 under GAP1) is addressed specifically in case study 6, and also considering the relevance given to this topic by key informants during the scoping interviews. In order to do so, the case study will consider all advocacy efforts and initiatives carried out in Indonesia, and their connections and synergies to advocacy approaches at the regional and global levels. Particular interest will be given to analysis how Indonesia's presidency of the G20 is being maximized to further their advocacy on immunization.

This case study has been selected as it will contribute to the exploration of the **relevance, validity of design, coherence, system adequacy and implementation capacity** of national advocacy efforts, and key accelerators as they relate to regional and global ones, by focusing on the case of Indonesia. The case study is expected also to address all main global advocacy approaches: private influencing, mobilizing the public, using the media, coalition forming and evidence generation. The timeframe considered for the analysis is the period from 2021 to 2023, including the transition from the former SP 2018-2021 to the current SP 2022-2025. The selection for the case study also offers sample variation by the inclusion of a low-middle income country³⁷, while involving Set 1 and Set 2 evaluation users. In addition, the case study has been also selected due to the relevance given by key informants in scoping interviews for the analysis of advocacy approaches on the zero-dose related outcome within GAP 1 in this particular country. Finally, as per the evaluation team's meetings with the EO, there was a clear intent to explore the global to local connection (g-local) of the GAPs, and the case is also specifically designed to address this particular issue.

Background: The Immunization Agenda (IA) 2030 envisions a world where everyone, everywhere, at every age fully benefits from vaccines for good health and well-being³⁸. Priority 3 of the IA 2030 aims at extending immunization services to regularly reach "zero dose" and under-immunized children and communities, which is very much aligned to the outcomes considered for GAP1. In this line, UNICEF and partners are putting increasing efforts to identify and reach "zero-dose children", those who have not received any vaccines through immunization programmes. Despite the fact that the Indonesia has recently finalised its nationwide catch-up immunization campaign, a considerable gap in coverage persists. Both UNICEF and the World Health Organization (WHO) have expressed the urgency to address the country's backslide in childhood vaccinations³⁹, which is expected to increase advocacy efforts.

Case study 2: GAP 2 - Enhancing cooperation with public and private partners to strengthen literacy and numeracy: Advocacy approaches for the UNICEF-World Bank-BMGF Accelerator Programme in Sub-Saharan Africa.

GAP 2 aims at contributing to three main outcomes by the end of 2025, giving particular focus to the most marginalised children and young people in prioritised countries by: (1) improving evidence-based policies, legislation, plans or budgets focused on foundational literacy and numeracy, (2) increasing the proportion of Official Development Assistance going towards pre-primary and primary education and (3) enhancing the cooperation with public and private partners to increase access to digital learning.

The case study will analyse **advocacy approaches and the cooperation with public and private partners in the case of outcome 1 under GAP 2**, which focuses on strengthening foundational literacy and numeracy. The case study aims at analysing the **advocacy approaches in partnership and at the inter-regional level**, including coordination and synergies across countries and regions. The proposal for this case study lies in the relevance, coherence, system and implementation capacity of the advocacy

³⁷ The World Bank - Country and Lending groups <https://datahelpdesk.worldbank.org/knowledgebase/articles/906519-world-bank-country-and-lending-groups>

³⁸ WHO, (2020). Immunization Agenda 2030: A global strategy to leave no one behind

³⁹ <https://www.unicef.org/indonesia/press-releases/indonesias-catch-immunization-campaign-ends-urgent-efforts-still-needed-address>

approaches in partnership, the inter-regional vision that the analysis will provide (which should include examples for low and middle-income countries). Relevantly, this case study will also examine the partnership with one of the organizations selected for the benchmarking analysis (The Gates Foundation).

This case study is proposed as it will contribute to the analysis of **the relevance, validity of design, coherence, system and implementation capacity of the advocacy approaches, mainly for partnerships (coalition forming) and evidence generation**, including the study of the regional vision that the analysis will provide (which should include examples for low and middle-income countries). Sample variation is considered, taking into account that the Eastern and Southern Africa and the West and Central Africa regions are targeted, with a focus on the accelerator countries (Mozambique, Nigeria, Niger, Kenya and Rwanda). The analysis will focus on the period of implementation for the current SP, also considering the period of transition from the previous SP as well as relevant historical events. The case study will involve Set 1 and Set 2 evaluation users, as well as partners (secondary evaluation users). The selection also reflects the relevance given to this topic in the Sub-Saharan Africa by key informants during the scoping interviews.

Background: In Sub-Saharan Africa, learning poverty (defined as the percentage of 10-year-old children who cannot read and understand a simple story) stands at 89 per cent, the highest in the world. UNICEF works in 21 countries across the region, prioritizing the work on young child survival and development, children and AIDS, basic education and gender equality, child protection, and emergency preparedness and response. The UNICEF-World Bank-BMGF Accelerator Programme aims to demonstrate that governments that are dedicated to improving their foundational learning outcomes can achieve results within a few years through focused, evidence-based action, with adequate political and financial support⁴⁰. UNICEF, as a key partner, is expected to strengthen society wide commitment in targeted countries and support by implementing advocacy campaigns to establish, publicize, and secure wide-ranging support around government targets.

Case study 3: GAP 3 - The advocacy champion network as a delivery mechanism and the integration of advocacy approaches to Mental Health at the global, regional and country levels- the case of Thailand.

GAP 3 addresses four advocacy outcomes, aiming at (1) increasing mental health spending in targeted countries, (2) ensuring targeted countries implement publicly funded parent support programmes, (3) enhancing national school policies on promotive, preventive and responsive mental health and well-being and (4) strengthening the engagement and behavioural change of young people, and parents/caregivers in promoting and seeking wellbeing for themselves and others.

This case study will focus on mental health **advocacy implementation strategies, considering three main outcomes for this global priority** (increase mental health spending, enhance national school policies on promotive, preventive and response mental health and well-being and further develop the engagement and behavioural change of young people, and parents/caregivers in promoting and seeking wellbeing). The case study will also analyse the integration of the advocacy approaches in the case of Thailand to regional and global levels, and the guidance, support and coordination reached across these levels. The selection of this outcomes is based on the fact that it covers the main thematic area under this GAP (mental health), which ensures higher representation of activities and goals.

This case study aims at addressing all key criteria considered for the evaluation, with a focus on **advocacy implementation strategies and capacity** in the form of the advocacy country champion network, and study how this translates in a strategic allocation of resources and is integrated at the

⁴⁰ <https://www.worldbank.org/en/topic/education/brief/accelerator-program>

country level to foster advocacy and related results, specifically in the area of Mental Health. Whereas other case studies might put focus more on the design and approaches, this case study can provide valuable insights on direct implementation mechanism. Based on the advocacy approaches included in the GAP 3 ToC, the case study will address private influencing, coalition forming, mobilizing the public and generating evidence under the analysis. The selection of this case study is also informed by the relevance of existing evidence on previous success, results and impact, the opportunity to test implementation and capacity, sample variance maximization through the fact that it is an upper middle-income country⁴¹, as well as the relevance given by key informants to this particular case for the analysis of advocacy approaches within GAP 3. The case study will address Set 1 and Set 2 evaluation users. The timeframe considered for the analysis is the period from 2021 to 2023, including the transition from the former SP 2018-2021 to the current SP 2022-2025.

Background: The Thailand Country Office is one of the Mental Health advocacy Champion Countries under GAP 3⁴². According to the existing research and evaluation evidence, UNICEF Thailand's advocacy work directly led to policy changes that had a real impact on the lives of children in Thailand⁴³. More generally, in-country advocacy work has either contributed to, or laid the groundwork for, long-term policy change, generating evidence through modelling interventions, building relationships with key decision-makers, forging alliances and partnerships and engendering greater awareness and technical understanding of complex issues relating to the rights of children. In addition, UNICEF Thailand has taken notable steps to improve cross-functional working on advocacy, enhancing collaboration amongst relevant staff teams, and engaging in better planning and monitoring to improve advocacy outcomes and processes. Moreover, the Thailand Country Office is a lead pilot for UNICEF's global supporter engagement strategy bringing together advocacy and social mobilization, fundraising and volunteers.

Case study 4: GAP 4 - Global advocacy approaches in high income countries: the case of the work with United Kingdom in COP26 towards supporting children and youth as agents of change in the nexus between the climate change and water insecurity agendas.

GAP 4 establishes three main advocacy strategic pillars to achieve the expected impact of ensuring that every child is being protected from and prepared for the impacts of climate change and the impacts of water insecurity. These pillars comprise eight outcomes that are either part of the climate agenda, the water agenda and the nexus/overlap between the two agendas, as shown in figure 4.

The case study will analyse advocacy approaches at the global level for Pillar 2 and 3 of GAP 4, which focuses on supporting children and youth and standing in solidarity with youth movements and supporting children as agents of change⁴⁴. Within this pillar, the case study will analyse outcome 7 focuses on the nexus/overlap between the water and climate agendas (although a stronger focus will be Put on climate change, not WASH). The selection of this outcomes is based on the possibility of analysing the advocacy work done in high income countries together with United Kingdom during the COP26. The analysis will also include the extent to which UNICEF coordinates effectively in major political summits, studying what could be done differently, lessons learned as well as good practices.

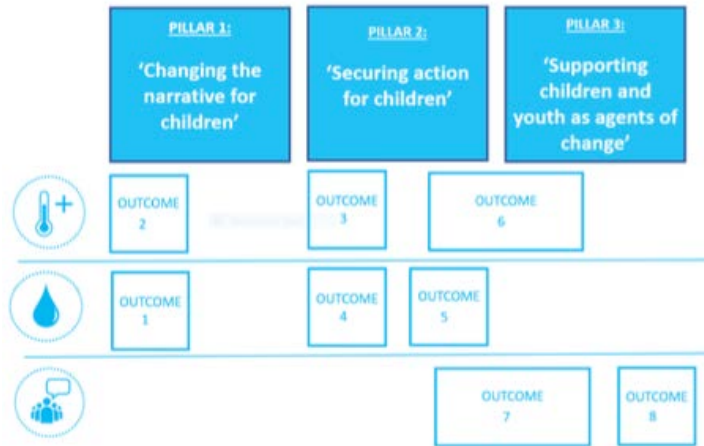
⁴¹ The World Bank - Country and Lending groups <https://datahelpdesk.worldbank.org/knowledgebase/articles/906519-world-bank-country-and-lending-groups>

⁴² UNICEF is working with a small number of strategic champion countries to advance the mental health advocacy agenda. Champion countries have been selected based on the relevance of this issue for children at the regional/national level; alignment with the global advocacy outcomes; existing opportunities and momentum at the national level; and UNICEF's added advocacy value in the country.

⁴³ UNICEF. (2018) An evaluation of advocacy strategy in the UNICEF Thailand country programme 2012-2016.

⁴⁴ UNICEF "Global Advocacy Priority 4 - Water and Climate, Toolkit".

Figure 4. GAP 4 structure (Source: UNICEF Global Advocacy Priority: Water and Climate)



This case study will contribute to the analysis of the relevance, validity of design, coherence, and implementation capacity of advocacy approaches for political influencing and coalition forming, with a strong component on youth engagement at the global level, identifying good practices and lessons learned. The inclusion of the climate agenda enables a richer approach for the analysis, taking into account that UNICEF Climate, Environment and DRR (CEED) programming is relatively new. In addition, this case study will enable the inclusion of all Set of evaluation users, with a particular focus on NatComs (Set 3).

Background: Climate change and environmental degradation are threatening children's access to safe water. Sea level rises, increasingly erratic rainfall patterns, drought, water stress and growing water demands reduce the amount of safe water for children. Extreme weather events like storms and floods destroy infrastructure including homes, schools, and healthcare facilities. They also cause contamination in water and sanitation facilities –leading to diseases such as cholera or diarrhoea, which is still a leading killer of children worldwide. Through this Global Advocacy Strategy, UNICEF aims to alter the global discourse on water insecurity and climate change adaptation by placing children at the centre of each narrative and drive urgent action⁴⁵.

Case study 5: Humanitarian - Advocacy procedures under emergencies - the case of Afghanistan.

UNICEF Emergency procedures complement the Core Commitments for Children (CCCs) with a minimum package of actions required for all Country Offices (COs), Regional Offices (ROs) and Headquarters (HQ) Divisions responding to humanitarian crises. Among others, the package of procedures covers communication and humanitarian advocacy actions that aim at ensuring clear roles and responsibilities, the development of ad-hoc advocacy and communication strategies and engaging in public advocacy for all violations of children rights. The selection of this topic is based on the results of the inception analysis (desk review, internal meetings, scoping interviews), where the issue of ensuring clear roles and responsibilities and strategies for advocacy work has been pinpointed as essential towards maximizing the implementation capacity of advocacy efforts.

The proposed case study is selected to address how advocacy is conceived and implemented under the specific circumstances of a humanitarian setting, particularly in the case of Afghanistan and in the context when UN activities were resumed after the Taliban seized power. As a result, the case study will cover the period from August 2021 to July 2022. More specifically, focus will be given to establish the extent to which clear roles and responsibilities for advocacy are ensured at all levels,

⁴⁵ UNICEF "Global Advocacy Priority 4 - Water and Climate, Toolkit".

strategies are developed, implemented and monitored and advocacy on all violations of children's right (including grave violations) are carried out, as part of the new emergency procedures for Communication and Advocacy in emergency settings⁴⁶. These procedures are mandatory for L3 and L2 responses, and the Afghanistan crisis was activated as an L3 Emergency in September 2021⁴⁷.

This case study is also proposed as it is expected to allow the analysis of coherence, relevance, system adequacy and specifically implementation capacity, with a focus on roles, responsibilities and accountability for effective coordination. The case study will address all evaluation users (HQ, RO, CO and NatComs that work in advocacy with different roles and responsibilities).

Background: Afghanistan remains one of the world's worst humanitarian crises. Already strained by decades of conflict and natural disasters, and now distanced from the global community, the situation for children and families is deteriorating. Afghan women and girls are facing a systematic rights crisis. Their exclusion from secondary education and the workforce – and the imposition of rules governing their daily lives – has significantly increased their protection risks. The impacts will be felt for generations to come.

Case study 6: Child poverty – Advocacy approaches for the expansion of coverage and adequacy of child sensitive social protection initiatives - UNICEF Global trends, opportunities and limitations in MENARO.

Goal Area 5 of the SP 2022-25 aims to ensure that girls and boys, particularly the most disadvantaged and excluded, and including those in fragile and humanitarian contexts, have access to adequate, inclusive, gender-responsive and shock-responsive social protection and no longer live in poverty.⁴⁸ Included in this Goal Area 5 is the results area 1 on reducing child poverty by increasing commitment to eliminating child poverty as part of national poverty. The case study will focus on this particular result as it contributes to make the case for countries to finance poverty reduction policies, a topic that is considered highly relevant since budget allocation and the expansion of social protection initiative are one of the high-level outcomes of advocacy work, as it ensures real and tangible commitments from governments towards protecting children's rights.

This case study is proposed so as to analyse current global advocacy approaches to build national support and ensuring that social protection for children becomes a national priority in targeted countries. In order to do so, the analysis will emphasize the **advocacy approaches aimed at establishing/increasing government's budget allocation to social protection initiatives, as well as their coverage and design**. Relevant advocacy approaches will be analysed at the regional level, identifying current trends, limitations, gaps and opportunities. The geographical focus will be put in Middle East and North Africa.

This case study will contribute to the analysis of coherence, relevance, system adequacy and the validity of design of evidence generation advocacy approach, and among others, provide the grounds to identify what is required to ensure a meaningful evaluation of the advocacy work at the end of the current Strategic Plan. The case study is expected to involve all primary evaluation users.

Background: Since 2014, UNICEF has played an instrumental role in directing global attention to child poverty. The Global Coalition to End Child Poverty, chaired by UNICEF, has become a powerful initiative for raising awareness about child poverty and accelerating global efforts to tackle it⁴⁹. UNICEF works with Governments and partners in the international community to orient Governments towards equitable public financing for children. Providing support to social protection in almost 150 countries,

⁴⁶ UNICEF (2021) The Emergency Procedures - Simplified & streamlined for every emergency.

⁴⁷ <https://www.corecommitments.unicef.org/level-3-and-level-2-emergencies>

⁴⁸ UNICEF (2022). Theory of Change, UNICEF Strategic Plan, 2022–2025

⁴⁹ UNICEF (2017). UNICEF and the Global Coalition to End Child Poverty

UNICEF is well-placed to support Governments to mitigate financial shocks facing vulnerable children in low-income communities. UNICEF works also with businesses to leverage more financing and better development solutions for children; and advocate for increases in aid, particularly for children and for the most vulnerable⁵⁰. The organization's approach to economic and social policy and social protection is most clearly outlined in Goal Area 5 of the Strategic Plan. UNICEF has a wide experience in how child poverty analysis can support and influence specific programmatic and policy change.

BENCHMARKING SAMPLING STRATEGY

The following are the criteria that guided the selection of organizations for the benchmarking analysis:

- Organizations with a global footprint (geographical representation similar to UNICEF);
- Organizations with similar overarching goal;
- Organizations which a dedicated advocacy function;
- Organizations with advocacy global strategy landed/reflected at regional level and country level (thinking and resourcing at local decentralized level); and
- Foundations from private sector working in the GAP's thematic areas and/or with a strategical partnership with UNICEF.

Table 15 shows the original list of organizations considered for the analysis and the extent to which they meet the criteria considered. The original list of organization was designed based on the desk review and feedback gathered through the inception scoping interviews.

Table 15. Criteria for benchmarking and potential organizations

POTENTIAL ORGANIZATIONS TO CONSIDER/CRITERIA	OXFAM	SAVE THE CHILDREN	DOCTOR WITHOUT BORDERS	UNHCR	WFP	UN WOMEN	GATES FOUNDATION
Organizations with a global footprint	✓	✓	✓	✓	✓	✓	✓
Organizations with same overarching goal		✓					✓
Organizations which a dedicated advocacy function	✓	✓	✓	✓	✓	✓	✓
Organizations with advocacy global strategy landed/reflected at regional level and country level	✓	✓	✓	✓	✓	✓	
Foundations from private sector working in the GAP's and/or with a strategical partnership with UNICEF.							✓

Based on these criteria and as per the results of the scoping interviews, the following are the proposed organization to include in the benchmarking analysis:

- Save the children
- UNHCR
- Oxfam
- Gates Foundation

⁵⁰ UNICEF (2022). Theory of Change, UNICEF Strategic Plan, 2022–2025

INFORMANTS' SAMPLING

The informants will be selected following the proposed set of primary and secondary users as described in the ToR, including representatives from the global core teams, UNICEF regional and country offices and sub-national offices and national Committees. Among these, a purposive selection of global, regional and national management and technical staff, such as M&E, advocacy and communication specialists will be considered as the beginning of the data collection phase. Also, other partners (UN agencies, CSOs, donors etc.) will be considered. As all levels (global, regional and national), the sampling strategy will be complemented with a snowball sampling approach, where the goal is to identify new relevant informant based on the feedback provided by selected informants.

A comprehensive directory of all relevant stakeholders for this evaluation will be finetuned after the inception phase.

5.4 Methodological limitations

The following are the main methodological limitations identified and the mitigation strategies considered.

Table 16. Methodological limitations and mitigations strategies

LIMITATION	EXPLANATION	MITIGATING STRATEGY
Scope of the evaluation	The evaluation will provide general findings, conclusions and recommendations regarding the evaluability of the advocacy strategy. It is therefore not designed to provide a comprehensive and detailed analysis of the implementation process or to evaluate achievements so far. In this line, the analysis will not include an assessment on the effective use of resources.	The evaluation will put focus on the four GAPs and cover advocacy contribution to all SP Goal Areas. Through Desk review, the consulting team will assess advocacy priorities to complement the analysis and check for convergences and/or divergences among them in both development and humanitarian settings.
Limited time available for data collection during fieldwork	In case finally agreed, consultants will spend in average 7 days in each of the countries visited, which represent a limitation in the time available to reach informants. This could represent a challenge to obtain sufficient information and well-substantiated findings.	The evaluation team has included an additional research technique, the survey, in order to reach to a higher number of relevant stakeholders to analyse availability of M&E resources and capacities. In addition, online KII will be considered in case relevant stakeholders are not available during the field work.
Delays in receiving data/feedback	Should there be delays in receiving feedback from the relevant stakeholders on expected deliverables, the consulting team will still require the number of weeks indicated in the timeline to respond to feedback.	The consulting team will propose specific period for the ERG to consolidate feedback during the different stages of the consultancy. Should there be significant delays in receiving consolidated feedback, the team will work with the EA manager to reschedule key milestones as required.

LIMITATION	EXPLANATION	MITIGATING STRATEGY
Incomplete datasets	The consulting team will require reviewing documentation including project reports, progress reports, monitoring data, evaluation reports and other relevant materials. However, there might be limited information for some of the programmes and/or sub-programmes involved. Availability and quality of secondary data, might be also scarce, particularly disaggregated and outcome data. Lack of reliable or informed sources or key informants given that certain themes are recent priorities.	The consulting team will inform about the missing data or documentation required, and the assessment will reflect those gaps while being flexible enough to cover them through other inquiry strategies and/or questions
Limited participation rate in survey	The survey does not receive enough responses.	At the beginning of the data collection phase, a database of all key informants will be built with their coordinates, including email addresses. The tool chosen for the surveys will have a system of email campaigns that will allow the follow-up of individual responses, as well as the launching of personalized reminders addressed exclusively to those individuals who have not yet responded at a given time.
COVID 19 measures	The assessment team has also reflected on, and factored in, both the direct and indirect causal effects of the COVID-19 pandemic for the evaluation. It might be possible that, due to travel restrictions, the assessment team will not be able to travel.	Field work will be conducted remotely using online tools. However, there are some challenges associated with this. The use of online methods requires good internet connectivity, tools, and most of all a robust database with contact details of the targeted constituents and stakeholders. The latter may not always be available while the former can be problematic in certain countries or regions. If needed, in contexts where online tools are not available, over-the-phone and face-to face interviews will be considered.
Joint analysis and timeframe	As requested by the EO, their representatives will participate in the analysis phase so as to maximize methodological robustness and sound evidence-based reporting. However, this participation was not originally foreseen when designing the workplan, and it might delay the submission of the draft and final evaluation reports.	In case needed, the evaluation team will request a no cost extension of maximum one month to finalise and submit all deliverables.
Weak evidence	Key informants do not provide information that would significantly illuminate evaluation questions and sub-questions.	The evaluation team will work in close collaboration with UNICEF representatives in the definition of the KII list. It will include also a second list of informants to contribute in the absence of primary ones. Interviews will be spaced out in time with the ability to identify areas of weaker evidence.

LIMITATION	EXPLANATION	MITIGATING STRATEGY
Sample variability	The topics to be covered by case studies were jointly negotiated with the EO and the ERG. The results of this negotiation had an impact on the variability of geographical as well as thematic coverage. As a result, Asia hosts three of the six case studies proposed and the original proposal of including one advocacy priority not considered under the GAPs (migration) was finally not seconded.	The evaluation team is aware of the limitations on sample variability as a result of the final selection of case studies. The most relevant concern in this case is the limited capacity to address other advocacy priorities that are not part of the GAPs. Nonetheless, one of the case studies has focus beyond the scope of GAPs and additional efforts will be put to include other advocacy priorities in the analysis. At this stage the internal agreement reached between the ERG and EO prevails over methodological and technical concerns.
Feasibility of methods	The feasibility of using all methods considered in a way that is robust and credible taking into consideration the timing and expected level of effort.	The depth and breadth of the proposed methods will be limited to the timing available and the expected level of effort agreed for the exercise. The evaluation team is well aware that the analysis and results of some of the methods will not be deployed to their full potential but to the extent they contribute to generating insights against the evaluation questions.
Generalization	The generalizability of findings across the institution	The evaluation will consider context specific results (case studies results) as well as broader data sets (survey, funding data, etc.) to be able to generalize claims and findings. Otherwise, clear limits and boundaries for findings and conclusions will be determined.

5.5 Norms and standards

The evaluation will be conducted following relevant UNICEF and UNEG norms and standards⁵¹ and Ethical Guidelines for evaluation⁵², and meeting Geros quality standards. The consultants will be fair and carry out the assessment with integrity and honesty. Issues of confidentiality will be taken seriously. Data collected and any resulting information will not be linked to any particular person or office. The participants will be made aware that their participation is voluntary. Dissent or unwillingness to participate will be respected and they should be made aware that they are allowed to withdraw from the exercise/ interview at any time without negative consequences. In addition, this assessment will reference a rights-based framework, and/or the Convention on the Rights of the Child (CRC), and/or the Basic Commitments for Children (CCC), and/or the Convention on the Elimination of All forms of discrimination against women (CEDAW) and/or other rights-related benchmarks in assessment design.

The consultants declare not to have any conflicts of interest, as they have not directly or indirectly participated in any of the interventions under review, nor have a personal relationship with UNICEF managers and/or consultants involved in those. The Code of Ethics includes Artival's commitments in terms of responsibility to society and to the profession, competence, integrity, impartiality, fairness, and non-corruption. Artival will also adhere to UNICEF Code of Conduct. Preventing, detecting, and sanctioning corrupt practices throughout the execution of services will rely on the procedures stated in

⁵¹ <http://www.uneval.org/normsandstandards/index.jsp>

⁵² <http://www.unevaluation.org/ethicalguidelines>

Artival's Data Protection Policy. Staff are required to declare any potential conflict of interest upfront. The team will also follow the guiding principles of respect, beneficence, justice, integrity and accountability considered in UNICEF's Procedure on Ethical Standards in Research, Evaluation, Data collection and Analysis.

5.6 Data Protection Principles

Artival Research & Evaluation is committed to processing data in accordance with its responsibilities under the European General Data Protection Regulation (GDPR). Several elements of the work (particularly conducting fieldwork) may require the evaluation to handle personally identifiable information (PII). Artival will ensure that the evaluation is fully GDPR compliant⁵³ (including UNICEF's rules on personal Data Protection) and no PII will be collected or thereafter exchanged without prior informed consent of PII owners, following the "do not harm" approach. All PII, if used for legitimate analytical purposes, will be stored and coded on secure Artival servers through the analytical process, and will be anonymized in any output. The team will sign the Non-Disclosure Agreement and abide by UNICEF'S security protocols. Finally, a specific data protection protocol will be design (in case needed) for each case study to ensure data protection principles established for the consultancy are met.

6. TIMEFRAME AND WORKPLAN

The evaluation will be implemented from October 2022 to May 2023. In adaptation to the project start and launch, the workplan has been updated accordingly and agreed during inception conversations. For reference it is included here in the section below. The evaluation contains three main phases, as per the TOR, which also sets out the key themes to be explored. Methods applied in each respective phase are outlined below while still leaving room for flexibility and adaptation based on issues that may emerge during the implementation of the evaluation. Table 17 summarizes the timeframe and workplan proposed.

INCEPTION PHASE

The main goal of the inception phase was to set the boundaries of the evaluation and its design, and refine the methodology proposed. The inception is a critical phase for the team's engagements, that is pivotal to rest of the project. This was a time and resource intensive phase in which the team relied on the close collaboration with the evaluation manager and the ERG. The main goal of the inception phase was to gather a deep understanding of the proposed documentation, information gaps, detailing the scope of the evaluation and its design. During the inception phase, the evaluation team carried out an initial literature review and scoping consultations to inform the assessment. A first review of available country/regional case documentation and documentation for the global cases was performed, describing how each case is expected to feed into the overall objectives of the evaluation and the evaluation questions, highlighting any complementarities or possible synergies across cases. Part of the inception phase was focused on developing the case study and benchmarking analysis outlines, finalize the evaluation matrix, and plan the work including the potential field work.

⁵³ European Union General Data Protection Regulation 2016/67

Table 17. Evaluation workplan

KEY PHASES & ACTIVITIES	11/ 2022	12/ 2022	01/ 2023	02/ 2023	03/ 2023	04/ 2023	05/ 2023	06/ 2023
INCEPTION								
Assessment Kick off meeting								
Initial Desk Review and scoping interviews								
Revision of methodology & case study proposal								
Submission of draft inception report								
EO and ERG revision of draft report								
Finalization of inception report								
DATA COLLECTION								
Data collection tools design and pilot								
Key Informant Interviews								
Online survey								
Field visit to selected locations								
Theory of Change validation workshop								
Debriefing notes and preliminary findings								
Draft findings for discussion with ERG								
ANALYSIS								
Analysis and interpretation of data								
REPORTING								
Drafting the case studies								
Workshop for the revision of findings and co-design the recommendations								
Draft final evaluation report								
Data visualization								
Revision of final evaluation report by ERG								
Final report prepared & submitted								
Presentation of results								

The main Output for the inception phase is the Inception Report that includes and bases its analysis on:

- A preliminary analysis of the available GAPS, including a stocktaking of lessons learned in previous evaluations in order to adapt the methodology for new ways to include problem solving and come up with innovative ways forward;
- A first review of available case documentation, describing how each case is expected to feed into the overall objectives of the evaluation and the evaluation questions, also highlighting any complementarities or possible synergies across cases;
- A proposal for the benchmarking exercise:
- Incorporation of feedback through initial scoping consultations; and
- An evaluation matrix.
- Data gathering tools

IMPLEMENTATION PHASE (DATA COLLECTION)

Data collection and field work will be validated during the inception report and swiftly started upon its approval. Upon submission of this inception report the team will swiftly proceed to design the instruments for data collection including the questionnaires and interview protocols. As mentioned in the section about the sampling strategy, the evaluation team together with UNICEF will consider country fieldwork. The main driver for this decision should be the real contribution that such country visits would bring to the evaluation, followed by the real feasibility and budgetary implications of doing so. It is proposed that case studies focused at the country level are selected for the field visits. **As a result, the evaluation team proposes to conduct country fieldwork in Thailand and/or Indonesia.** The former will also provide a good reference to study the regional approach for the network of advocacy champion countries, as well as other main questions considered for the evaluation, since both the regional and country offices are located in Bangkok.

Prior to the field visit, online interviews will be carried out to maximize the time in the field spent by the evaluation team members. In addition, and in order to complement the field visit, online interviews will be conducted with informants that are not available for face-to face meetings. The online survey will be coordinated by the TL and the education/evaluation expert, with support from the advocacy expert, who will convert it to Survey Monkey when approved. The education/evaluation expert will also prepare findings and tables of the online survey in collaboration with the TL. Upon return, the TL and the core team members will draft the preliminary findings paper and submit them to the ERG for feedback. Local expert support is not foreseen, considering the scope and levels of implementation for the evaluation. However, in case needed, Artival will identify relevant profiles included in its roster of experts (more than 600 expert profiles available).

The in-depth literature review is expected to continue throughout the implementation/data collection phase. This will include review of secondary sources such as evaluations and reviews from case study countries and organisations. The evaluation team will also regularly take stock of emerging issues and insights from the key stakeholder interviews so that additional validation can be undertaken as issues emerge. This is also in line with the systemic approach to the evaluation where emergence and flexibility in approach will be at the core of the evaluation approach.

Outputs for this phase will include:

- A comprehensive directory of all relevant stakeholders for the evaluation
- Debriefing notes for all case studies by theme and type of support and setting (development/humanitarian), and incorporating feedback from key stakeholders (stakeholder interviews and/or focus group discussions)
- A preliminary findings document to be discussed with the EO and the ERG.

DATA ANALYSIS, REPORTING AND DISSEMINATION PHASE

After completion of all field work and online consultations, the case study reports will be drafted, sent to internal QA, and submitted. The evaluation team, together with the two subject matter specialists, will participate in the drafting of all case studies. The evaluation team will synthesize and triangulate findings from the case studies, analysis from desk review and key stakeholder interviews and findings from survey. All team members will contribute to this process.

The evaluation team composition and time distribution have specifically taken into consideration the need to visualize and synthesize findings in different forms of graphs and/or infographics to allow for a quick overview of main findings and stimulate discussion. The choice of methods, was also selected to adopt a flexible and open methodology, where stakeholders assigned perceptions and validations are

at the core, while still applying a rigorous framework to the process to be able to synthesize across findings and visually present them in the reporting and dissemination phase. The evaluation report will be drafted and submitted to the EO and ERG for review. Additional interviews will be conducted by the core Team members (if needed) based on feedback from ERG.

Outputs from this phase will be:

- Minutes of key meetings with the ERG and monthly progress reports
- A draft and final evaluation report
- Case study reports
- Visual representations through graphs/infographics as part of an Executive Summary to highlight key findings geared to communicate results.
- Copy of the anonymized data collected during the evaluation

Table 18. Key deliverables and deadlines

TIMING	MILESTONES	KEY INTERACTIONS
14/11/2022	-	Contract signed and kick-off meeting
16/12/2022	Submission of Draft Inception report	-
	-	ERG meeting to discuss draft Inception Report with evaluation team and QA manager.
01/02/2023	Submission of Final Inception report	
29/04/2023	Draft findings report for discussion with ERG including draft case studies reports	-
04/05/2023		Discussion of preliminary findings
19/05/2023	Submission of preliminary report (findings and conclusions)	
29/05/2023	Workshop to validate findings and co-design the recommendations	
09/06/2023	Submission of Draft Final Report	
14/06/2023		ERG meeting to discuss draft Evaluation Report and provide comments
23/06/2023	Submission of Final report and visualizations	
		Management response and approval of evaluation
27/06/2023		Final Presentation and submission of all the materials

Table 19. Roles and responsibilities of team members

NAME AND ROLE	RESPONSIBILITIES
Salvador Bustamante (Evaluation TL)	<ul style="list-style-type: none"> - Liaison with UNICEF and the Evaluation Reference Group (ERG) - Organisation of meetings (kick-off & debrief), progress updates & meetings - Lead the inception phase and develop the final approach and methodology - Workplan & methodology update, including COVID 19-specific restrictions - Support to preparation of evaluation tools - Coordination of data collection (tools, human resources, data protection and data collection protocols for case studies, etc.) - Report drafting & quality assurance - Data visualization/infographics - Oversight & overall coordination of the evaluation team

NAME AND ROLE	RESPONSIBILITIES
María Pomes (Education & Evaluation specialist)	<ul style="list-style-type: none"> - Support developing the final approach and methodology - Support the team in drafting tools & deliverables - Preparation of evaluation tools (matrix, questionnaires, sampling frames, informant lists...) - data collection for the final evaluation report - Data analysis & quality check - Report drafting & quality assurance
Laura Cardenas (Advocacy & communication expert)	<ul style="list-style-type: none"> - Methodological and advocacy related support to the evaluation team - Development of the approach for the assessment of the organizational architecture - Quality assurance of all deliverables & research tools - Support in the data collection process - Analysis and interpretation of findings - Report drafting and presentation

The table 20 shows the proposed distribution of efforts per deliverable and evaluation consultant, considering a global effort of 242 working days in a period of six and a half months.

According to the EO evaluation management arrangements, the roles and responsibilities from the commissioning office are:

- **Provide support to the external Evaluation Team**, including an orientation on the subject of the Evaluability Assessment and Formative Evaluation of UNICEF's Approaches to Advocacy, in coordination with the Management Team;
- **Facilitate the Evaluation Team's access** to key informants, as well as to specific information needed to carry out the evaluation, and assist with coordinating data collection activities;
- **Ensure that the Management Team and Reference Group are formed** and that they can provide input and technical support through virtual or in-person meetings and feedback mechanisms;
- **Ensure that key stakeholders**, particularly the Management Team and the Reference Group, **are kept informed** throughout the evaluation process;
- **Monitor and assess the quality of key deliverables** to ensure they meet UNICEF and UNEG quality standards;
- **Recommend approval of critical deliverables** for final clearance by management of the UNICEF Evaluation Office;
- Solicit inputs needed from critical stakeholders to prepare a management response to the evaluation; and
- **Disseminate the findings and products**, particularly the final report, as per the communication and advocacy plan for the evaluation.

6.1 Quality assurance (QA)

Artival operates a Quality Management System (QMS) guided by internationally recognized standards including the OECD guidelines for quality management, the UN Global Compact, as well as the anti-corruption clauses and guidelines of its clients. Artival's standard QMS includes four elements: the administration system that underpins our work, the tiered process for reviewing technical outputs, the process for reviewing financial outputs, and the process for handling quality disagreements. The standard QA process for technical outputs relies on three tiers of quality checking, each performing slightly different purposes. The Team Leader will assign for each deliverable a tier depending on the significance of each document.

Tier 1 QA relies on the evaluation team as a whole for thoroughly checking their outputs and is used for internal documents and as the first step for external documents. Tier 1 will employ the GEROS checklist to ensure that the evaluation team uses the correct document templates/formats, spell-check their work, and ensure any data presented are GDPR compliant⁵⁴. Outputs that are not destined for client release will not proceed any further in the process.

Tier 2 QA relies on the Team Leader reviewing outputs and is used for lower-level outputs that are released to clients, such as draft briefs/reports, progress reports, plans, and documentation.

The overriding principle at Tier 2 level is that all work submitted to clients must have had a second pair of eyes reviewing the document. Tier 2 builds on checks performed in Tier 1 but the Team Leader conducts two types of QA checks: output and process control. Output control focuses on the QA of tangible outputs produced by the team, while process control is used to capture less tangible, but highly significant elements of quality such as appropriate decision-making by staff, overall planning and communication aspects, relationships to recipients and the client, and the extent to which the evaluation team is institutionally and culturally embedded in their working environment. The project will be punctuated with weekly updates & internal meetings, with an aim to ensure that the entire team is up to speed, that communication is fluid, and that support can be provided wherever needed and as early on as possible. The evaluation matrix, all data collection tools and subsequent deliverables will be subject to internal review, and regularly processed to foresee possible data gaps and take corrective measures (after informing the project team and the ERG for their approval).

Tier 3 QA builds on checks performed in Tiers 1 and 2, is the most in-depth QA level used for higher-level, substantive documents such as final reports, case studies, briefs, strategic guidance documents, recommendations, and any products that will be made publicly available. Tier 3 engages all the evaluation team to review documents and offer alternative perspectives, challenge conclusions and recommendations, and ensure alignment with best practices. The evaluation team will focus on the implementation process and the assignment's outputs, and the extent to which the requirement and quality standards of UNICEF are being met. Additionally, the QA system ensures conformity with a Human Rights Based Approach (HRBA)AA and RBM in all relevant interventions.

Table 20. Effort per evaluation team member

DELIVERABLES	CONSULTANT	DAYS
Draft Inception report	Mr. Bustamante	20
	Ms. Pomes	15
	Ms. Cardenas	10
	TOTAL	45
Final Inception report	Mr. Bustamante	3
	Ms. Pomes	1
	Ms. Cardenas	1
	TOTAL	5
Draft of initial findings report for discussion with ERG	Mr. Bustamante	40
	Ms. Pomes	30
	Ms. Cardenas	12
	TOTAL	82
Case studies report	Mr. Bustamante	17
	Ms. Pomes	12
	Ms. Cardenas	9
	TOTAL	38
Draft Final report	Mr. Bustamante	30
	Ms. Pomes	13
	Ms. Cardenas	7
	TOTAL	50
Validated Final report	Mr. Bustamante	8
	Ms. Pomes	5
	Ms. Cardenas	3
	TOTAL	16
Infographic and presentation	Mr. Bustamante	4
	Ms. Pomes	1
	Ms. Cardenas	1
	TOTAL	6
OVERALL TOTAL		242

⁵⁴ Compliance with EU General Data Protection Regulation 2016/679

7. ANNEXES

ANNEX 1	EVALUATION MATRIX
ANNEX 2	MODIFICATIONS MADE TO THE ORIGINAL EVALUATION QUESTIONS
ANNEX 3	LIST OF INFORMANTS FOR THE INCEPTION PHASE
ANNEX 4	LIST OF DOCUMENTS REVIEWED
ANNEX 5	ORIGINAL LONG LIST CONSIDERED FOR CASE STUDIES
ANNEX 6	DATA COLLECTION TOOLS
ANNEX 7	TERMS OF REFERENCE

ANNEX 1 - EVALUATION MATRIX

Evaluative Sub-questions	Indicators	Data collection technique and source of information	Data analysis method
Q1. To what extent is there clarity and a coherent understanding of what Advocacy is, what it attempts to accomplish and how it is expected to be achieved. among UNICEF staff and key external stakeholders?			
<p>Q1.1. How consistent is the understanding of Advocacy seen across UNICEF's staff (Set 1, 2 and 3 of primary evaluation users), and external stakeholders (secondary evaluation users)?</p> <p>Criterion: Coherence Key concepts: Internal and external shared understanding of "Advocacy", as per the corporate definition, what it attempts to accomplish and how it is expected to be achieved. Type of assessment: formative evaluation</p>	<p>1.1.1 Level of a <u>clear understanding</u> of the term Advocacy by <u>UNICEF staff</u> (Set 1, 2 and 3 of primary evaluation users) <u>and external stakeholders</u> (secondary evaluation users) as per the corporate definition, including what it attempts to accomplish and how it is expected to be achieved. Proportion of surveyed informants that shows a clear understanding of the term "Advocacy".</p> <p>1.1.2 Level of a <u>shared understanding</u> and intersubjective agreement of <u>UNICEF staff</u> (Set 1, 2 and 3 of primary evaluation users) <u>and key external stakeholders</u> (secondary evaluation users) about the term "Advocacy" as per the corporate definition, including what it attempts to accomplish and how it is expected to be achieved. Proportion of UNICEF staff and key external stakeholder surveyed that shows a shared understanding of the term "Advocacy".</p> <p>1.1.3 Level of alignment between the definition of advocacy and the practical implementation of relevant approaches.</p>	<p>1.1.1 Key Informant Interview (KII) / Survey</p> <p>1.1.2 Key Informant Interview (KII) / Survey</p> <p>1.1.3 Desk review, Key Informant Interview (KII) / Survey</p> <p><u>Primary sources for Q1.1:</u> interview protocols, questionnaires <u>Secondary sources for Q1.2:</u> documentation.</p>	<p>1.1.1 Discourse analysis. Descriptive/ inferential statistics</p> <p>1.1.2 Discourse analysis. Descriptive/ inferential statistics</p> <p>1.1.3 Content analysis. Discourse analysis. Descriptive/ inferential statistics</p>

Evaluative Sub-questions	Indicators	Data collection technique and source of information	Data analysis method
<p>Q1.2. How well do these one or multiple understandings of advocacy align with definitions and approaches used by the best current thinking on advocacy?</p> <p>Criterion: Coherence Key concepts: Alignment between UNICEF broad definition of Advocacy with current thinking current thinking/trends and best practices in the field of advocacy. Type of assessment: formative evaluation</p>	<p>1.2.1 Level of alignment of the current internal definition of advocacy with the best current thinking on the issue and practices (including but not limited to organizations such as OXFAM, Save the Children, the International Public Relations Association and the International Association for the Measurement and Evaluation of Communication and/or the organizations considered for the benchmarking analysis).</p>	<p>1.2.1 Desk review, including but not limited to:</p> <ul style="list-style-type: none"> - Research, evaluations - Papers - Project documents - Institutional webs - Intranet - Surveys - Meeting minutes - Annual Reports - Strategy documents - Policies <p>Key informants' interviews <u>Primary sources for Q1.2:</u> interview protocols. <u>Secondary sources for Q1.2:</u> documentation.</p>	<p>1.2.1 Content analysis, Benchmarking analysis.</p>
<p>Q2. To what extent are the existing UNICEF GAPs and broader advocacy theoretical model and objectives specific enough to permit coherent action and flexible enough to allow for context-specific and subject-specific adjustments?</p>			
<p>Q2.1 To what extent do the GAPs ToCs and plans are <u>specific</u> enough to provide guidance for operationalizing and harmonizing the Advocacy work across UNICEF functions and among global, regional, and national levels?</p> <p>Criterion: Validity of design Key concepts: Specificity of the GAPs ToC to explain how change is expected to happen and guide the implementation process. Type of assessment: Evaluability assessment.</p>	<p>2.1.1 Level of completeness (including reference to crosscutting issues of gender, equity, disability and human rights), accuracy/robustness, and plausibility of the GAP ToCs, as per the definitions included in the Inception report.</p> <p>2.1.2 Level of complementarity, harmonization and interconnection among GAP ToCs and plans, and across other UNICEF functions, including positive and negative feedback loops.</p> <p>2.1.3 Evidence on the level of reflection of the GAPs ToCs about the different levels of implementation (global, regional, national).</p>	<p>2.1.1, 2.1.2, 2.1.3, Desk review, including but not limited to:</p> <ul style="list-style-type: none"> - Results chain - ToCs - Strategies, policies, - Research, papers, etc. <p>KII/ Workshop</p> <p>2.1.3 Desk review</p>	<p>2.1.1, 2.1.2, 2.1.3, Content analysis, discourse analysis. Evaluability matrix</p> <p>2.1.3 Content analysis</p>

Evaluative Sub-questions	Indicators	Data collection technique and source of information	Data analysis method
	<p>2.1.4 Level of SMARTNESS of GAPs outputs/outcomes included in the Advocacy related results-chain.</p> <p>2.1.5 Extent to which outputs/outcomes included in the Advocacy related results-chain reflect cross-cutting issues (gender, equity, disability and human rights).</p>	<p>2.1.4, 2.1.5 Desk review <u>Primary sources for Q2.1:</u> interview protocols, workshop notes. <u>Secondary sources for Q2.1:</u> documentation.</p>	<p>2.1.4, 2.1.5 Content analysis. Evaluability matrix</p>
<p>Q2.2 To what extent do the GAPs ToCs and plans provide sufficient guidance for operationalizing and adapting Advocacy work across different and dynamic contexts?</p> <ul style="list-style-type: none"> • Across diverse political and economics contexts, (e.g., contexts with strong parliamentary systems; executive-dominant systems; with and without highly involved civic bodies, etc.); • Within humanitarian contexts as well as stable developmental settings; • Dealing with key stakeholders, partners and opposition players <p>Criterion: Validity of design Key concepts: Incorporation of adaptability elements on the GAPs ToCs and plans. Type of assessment: Evaluability assessment.</p>	<p>2.2.1 Level and adequacy of context-sensitivity elements included in the GAPs ToC.</p> <p>2.2.2 Level of integration of relevant risks, assumptions and mitigation strategies in the GAPs and other advocacy priority ToC towards ensuring its operationalization in a diversity of contexts, including rapidly changing and fluid environments such as those where the normative child-rights underpinnings need reinforcement through accompanying communications and advocacy work.</p> <p>2.2.3 Intersubjective agreement among UNICEF staff and other relevant primary stakeholders on the level of context-sensitivity of the existing GAPs ToC/advocacy strategies at the global/regional and national levels.</p>	<p>2.2.1 and 2.2.2 Desk review, including but not limited to:</p> <ul style="list-style-type: none"> - Research, evaluations - Papers - Project documents - Intranet - Surveys - Meeting minutes - Annual Reports - Strategy notes - Policies <p>2.2.3 KII</p>	<p>2.2.1 and 2.2.2 Content analysis. Evaluability matrix</p> <p>2.2.3 Discourse analysis.</p>

Evaluative Sub-questions	Indicators	Data collection technique and source of information	Data analysis method
	<p>2.2.4 Identification and categorization of simple, complicated and complex components of the GAPs ToC and contexts for its adequate operationalization.</p> <p>2.2.5 Existence of mechanism and methodologies to periodically review/capture changes in contextual conditions.</p> <p>2.2.6 Evidence on the extent a “Practice of change” approach that focuses on the operationalization of the Advocacy work is considered.</p> <p>2.2.7 Level of introduction of partnerships with the public and private sector under the different advocacy priorities, and guidance provided to deal with changes.</p> <p>2.2.8 Existence of mechanism and methodologies to periodically review/capture changes in needs for partnerships based on their comparative strengths, as well as relevant mitigation strategies for:</p> <ul style="list-style-type: none"> • Changes in key stakeholders (right holders and duty bearers); • Changes in key strategic partners, particularly those working in direct coordination with UNICEF, such as NatComs, public and private sector, other UN and development agencies, civil society organizations, etc.; • Emergence of new opposition players 	<p>2.2.4,2.2.5, 2.2.6, 2.2.7 and 2.2.8 Desk review/ KII</p> <p><u>Primary sources for Q2.2:</u> interviews protocols. <u>Secondary sources for Q2.2:</u> documentation.</p>	<p>2.2.4, 2.2.5, 2.2.5, 2.2.7 and 2.2.8 Content analysis. Discourse analysis. Evaluability matrix</p>

Evaluative Sub-questions	Indicators	Data collection technique and source of information	Data analysis method
Q3. To what extent are UNICEF GAPS and other advocacy priorities relevant to global priorities?			
<p>Q3.1 How well do the GAPS and other advocacy priorities meet the needs of the Strategic Plan 2022-2025, the SDG and the Agenda 2030?</p> <p>Criterion: Relevance</p> <p>Key concepts: GAPS and other advocacy priorities' alignment to UNICEF mandate, SP 2022-2025 and main global UN frameworks. Added value provided by UNICEF in advocacy work within the UN system.</p> <p>Type of assessment: formative evaluation</p>	<p>3.1.1 Level of adequacy of the advocacy thematic areas considered under the main priorities to contribute to UNICEF's mandate and the Strategic Plan 2022-2025 at the global, regional and country levels.</p> <p>3.1.2 Level of adequacy of the GAPS and other advocacy priorities to contribute to UNICEF's mandate and the Strategic Plan 2022-2025 under development and humanitarian settings.</p> <p>3.1.3 Level of alignment of the GAPS and other advocacy priorities to main global development frameworks (SDGs and the 2030 Agenda), considering the added value (or lack thereof) provided by UNICEF.</p> <p>3.1.4 Identification of main areas and opportunities to strengthen UNICEF's advocacy work based on the approaches and experiences from other organizations.</p>	<p>3.1.1 Desk review / KII</p> <p>3.1.2 Desk review/KII</p> <p>3.1.3 Desk review/KII</p> <p>3.1.4 Desk review/KII</p> <p><u>Primary sources for Q3.1:</u> interview protocols. <u>Secondary sources for Q3.1:</u> documentation.</p>	<p>3.1.1 Content analysis / Discourse analysis</p> <p>3.1.2 Content analysis / Discourse analysis</p> <p>3.1.3 Content analysis</p> <p>3.1.4 Benchmarking exercise. Content analysis. Discourse analysis.</p>
Q4. To what extent are UNICEF Advocacy efforts well-resourced and integrated to achieve the SP advocacy ambitions through a whole-of-UNICEF approach and by effective coordination and partnerships?			
<p>Q4.1 To what extent are the means/resources allocated for the implementation of the advocacy approaches and priorities adequate for the achievement of the evolving advocacy goals?</p> <p>Criterion: Implementation capacity</p>	<p>4.1.1 Level of adequacy of existing resources (human, financial, material, time) and extent to which they are allocated and prioritized coherently and its continuity ensured to complement each other, carry out expected advocacy approaches and achieved relevant goals.</p>	<p>4.1.1 Desk review/KII</p>	<p>4.1.1 Resource allocation mapping/ Discourse analysis</p>

Evaluative Sub-questions	Indicators	Data collection technique and source of information	Data analysis method
<p>Key concepts: Adequate allocation of resources (human/financial, material, time) for the implementation of advocacy approaches and goal achievement.</p> <p>Type of assessment: formative evaluation</p>	<p>4.1.2 Identification of additional resources needed and potential alternative strategies to deliver more cost-effective advocacy goals.</p> <p>4.1.3 Intersubjective agreement among internal advocacy stakeholders on the adequacy of the resources available towards implementing the advocacy approaches and achieving the evolving advocacy goals.</p>	<p>4.1.2 Desk review/ KII</p> <p>4.1.3 KII/Survey</p> <p><u>Primary sources for Q4.1:</u> interview protocols.</p> <p><u>Secondary sources for Q4.1:</u> documentation</p>	<p>4.1.2 Content analysis / Discourse analysis</p> <p>4.1.3 Discourse analysis. Descriptive/ inferential statistics</p>
<p>Q4.2 To what extent does UNICEF count with the necessary advocacy skills and competency to implement the advocacy approaches and contribute to achieve the evolving advocacy goals?</p> <p>Criterion: Implementation capacity</p> <p>Key concepts: Adequacy of capacities and skills to implement the Advocacy plan and achieving the evolving Advocacy goals.</p> <p>Type of assessment: formative evaluation</p>	<p>4.2.1 Evidence on the existence of relevant capacity building initiatives tackling how to implement the advocacy actions as per the GAPS.</p> <p>4.2.2 Evidence from previous research and or evaluations on the advocacy-related skill gaps and opportunities.</p> <p>4.2.3 Intersubjective agreement among UNICEF staff and relevant stakeholder on the strongest/weakest advocacy areas within the organization and their linkages to the GAPS, other priorities and the SP 2022-2025.</p> <p>4.2.4. Intersubjective agreement among UNICEF staff on their capacities and skills and commitment (including political intelligence to understand geopolitical dynamics), to carry out, monitor and report on Advocacy work (GAPS and additional priorities).</p>	<p>4.2.1 Desk review</p> <p>4.2.2 Desk review</p> <p>4.2.3 Desk review/ KII</p> <p>4.2.4 Desk review/ Survey</p> <p><u>Primary sources for Q4.2:</u> interview protocols and questionnaires.</p> <p><u>Secondary sources for Q4.2:</u> documentation.</p>	<p>4.2.1 Content analysis / Discourse analysis</p> <p>4.2.2 Content analysis</p> <p>4.2.3 Content analysis / Discourse analysis.</p> <p>4.2.4 Content analysis, Discourse analysis, Descriptive/ inferential statistics</p>

Evaluative Sub-questions	Indicators	Data collection technique and source of information	Data analysis method
<p>Q4.3 To what degree are advocacy roles, responsibilities, and accountabilities clearly defined and understood across the senior management/strategic leadership, advocacy and communications, programme, social policy, partnerships and M&E levels so as to ensure effective coordination, partnerships and the generation of synergies when implementing advocacy work?</p> <p>Criterion: Implementation capacity Key concepts: Clear definition and understanding among relevant staff and stakeholders of the different advocacy roles, responsibilities and accountability for effective coordination and partnerships. Type of assessment: formative evaluation</p>	<p>4.3.1 Level of detail and specificity on the advocacy roles, responsibilities and accountabilities included in the Advocacy Strategy, the Strategic Plan 2022-2025, GCA protocols and procedures, partnership agreements and the M&E function.</p> <p>4.3.2 Intersubjective agreement among UNICEF staff and key advocacy partners on the extent advocacy roles, responsibilities and accountability are clearly defined, supported by leadership and put into practice at the different levels (global, regional, national) and by/through strategic leadership/ Division of Global Communication and advocacy/programme/partnerships/M&E.</p> <p>4.3.3 Evidence on the level of coordination/synergies generated and intersubjective agreement among UNICEF advocacy staff on the level of coordination reached across levels for the implementation of the SP 2022-2025.</p> <p>4.3.4 Evidence on the approaches and strategies available for UNICEF to actively develop the internal and external social, political and technical networks that will scale-up and sustain results over time.</p> <p>4.3.5 Level of specificity and collaborative relationships between partners, including clear roles and responsibilities to achieve common expected advocacy goals.</p>	<p>4.3.1 Desk review</p> <p>4.3.2 KII / Survey</p> <p>4.3.3 KII / Survey</p> <p>4.3.4 Desk review / KII</p> <p>4.3.5 Desk review / KII <u>Primary sources for Q4.3:</u> interview protocols and questionnaires. <u>Secondary sources for Q4.3:</u> documentation</p>	<p>4.3.1 Content analysis. Discourse analysis.</p> <p>4.3.2 Discourse analysis</p> <p>4.3.3 Discourse analysis. Content analysis. Descriptive/ inferential statistics</p> <p>4.3.4 Content analysis. Discourse analysis. Social Network Analysis</p> <p>4.3.5 Content analysis. Discourse analysis.</p>

Evaluative Sub-questions	Indicators	Data collection technique and source of information	Data analysis method
Q5. To what extent are UNICEF Advocacy planning, monitoring and data collection systems adequate for the role assigned to Advocacy by the Strategic Plan?			
<p>Q5.1 To what extent are the <u>planning</u> strategies/protocols/procedures adequate towards contributing to the advocacy related goals included in the SP 2022-2025?</p> <p>Criterion: System adequacy Key concepts: Adequacy of planning strategies and protocols towards contributing to the SP 2022-2025 goals. Type of assessment: Evaluability assessment</p>	<p>5.1.1 Evidence of clear and relevant linkages between the planning strategies/procedures and the approaches and goals considered in the SP 2022-2025.</p> <p>5.1.2 Level of implementation of approved planning-related recommendations from other advocacy related evaluations.</p>	<p>5.1.1 Desk review</p> <p>5.1.2 Desk review</p> <p><u>Secondary sources for Q5.1:</u> documentation</p>	<p>5.1.1 Content analysis. Evaluability matrix.</p> <p>5.1.2 Content analysis</p>
<p>Q5.2 To what extent do the existing UNICEF <u>monitoring</u> and data collection systems allow for and provide clear guidance for the collection of SMART data (Specific, Measurable, Achievable, Relevant and Time-bound) for....</p> <ul style="list-style-type: none"> • Mandatory Advocacy indicators at the impact and interim/process levels; • Indicators beyond the mandatory ones that will be necessitated by flexible or contingent advocacy strategies that emerge from the specific GAP ToCs or from the application of the more general ToC framework, including preparations for commonly underreported activities such as “quiet diplomacy”, mobilizing constituencies, leveraging evidence, and feedback to stakeholders; • Each level of the organization <p>Criterion: System adequacy Key concepts: Adequacy of the M&E system Type of assessment: Evaluability assessment</p>	<p>5.2.1 Existence of a full-fledged M&E system, which should include:</p> <ul style="list-style-type: none"> • Clear methodology and the process for collecting and using data, including responsibilities and sampling strategies. • Define type of data and sources of information (both quantitative and qualitative). • Means of verification exists for all indicators. • Existence of a shared M&E database and metadata for indicators. • The system defines the periodicity of data collection per indicator. • It also allows for the identification of collateral effects, intended and unintended. • Data collected should be valid, reliable, completed, updated and disaggregated by key variables considered (sex, gender, age, race, socio-economic status, etc.). • The M&E system should be adequate to collect information on cross-cutting issues 	<p>5.2.1 Desk review / KII</p>	<p>5.2.1 Content analysis. Discourse analysis. Evaluability matrix.</p>

Evaluative Sub-questions	Indicators	Data collection technique and source of information	Data analysis method
	<p>(gender equality, disability, equity and human rights).</p> <ul style="list-style-type: none"> • Systems and data integrated to reflect the flows country-regional-global levels/achievements. • Existence of relevant baseline data, targets and deadlines to measure progress, or complexity aware monitoring approaches (such as sentinel indicators) when the former are not possible or when developed in complex environments. <p>5.2.2 Level of SMARTNESS and gender, disability, equity and human rights sensitivity of indicators at level 1 and 2 (indicate sample, including indicators at the impact and interim/process level, indicators beyond mandatory ones identified, and indicators that apply to both development and humanitarian settings) and extent to which they are conducive to deliver generation and use of evidence.</p> <p>5.2.3 Evidence on the extent current ToCs and approaches allow/ are sensible to the identification of collateral effects, intentional and unintentional, positive and negative.</p>	<p>5.2.2 Desk review</p> <p>5.2.3 Desk review</p> <p><u>Primary sources for Q5.2:</u> interview protocols. <u>Secondary sources for Q5.2:</u> documentation</p>	<p>5.2.2 SMART Criteria and The Gender Results Effectiveness (GRES) scale. Evaluability matrix.</p> <p>5.2.3 Content analysis. Discourse analysis. Evaluability matrix.</p>
<p>Q5.3 To what extent are the indicator inventory and monitoring and evaluation approach adequately guide the organization on how to report on relevant Advocacy indicators for effective decision making:</p> <ul style="list-style-type: none"> • Across diverse political and economics contexts, (e.g., contexts with strong parliamentary 	<p>5.3.1 Evidence on the extent M&E analysis, stakeholder feedback and reporting mechanisms are in place for the use of evidence for decision making purposes, including key reporting documents and relevant crosscutting issues (gender, equity, disability and human rights).</p>	<p>5.3.1 Desk review / KII</p>	<p>5.3.1 Content analysis. Discourse analysis.</p>

Evaluative Sub-questions	Indicators	Data collection technique and source of information	Data analysis method
<p>systems; executive-dominant systems; with and without highly involved civic bodies, etc.);</p> <ul style="list-style-type: none"> • Within humanitarian contexts as well as stable developmental settings; • In conjunction with non-UNICEF partners; • In support of aligned SP priorities such as gender, disability, climate change, and other cross-cutting areas. <p>Criterion: System adequacy Key concepts: Adequacy of the reporting system for effective decision-making. Type of assessment: Evaluability assessment</p>	<p>5.3.2 Evidence on the extent clear reporting guidelines and protocols are available to support advocacy related decision making across diverse contexts, settings (development, humanitarian and a mix of both), and partners, while considering SP priorities.</p> <p>5.3.3 Level of integration of M&E data on learning and communication/advocacy strategies and materials, as well as in Knowledge management strategies, plans and systems.</p> <p>5.3.4 Intersubjective agreement among UNICEF staff on the extent M&E advocacy data is valid and reliable for its use and decision making in different contexts and settings.</p>	<p>5.3.2 Desk review / KII</p> <p>5.3.3 Desk review</p> <p>5.3.4 Desk review / KII / Survey</p> <p><u>Primary sources for Q5.3:</u> interview protocols and survey. <u>Secondary sources for Q5.3:</u> documentation</p>	<p>5.3.2 Content analysis. Discourse analysis.</p> <p>5.3.3 Content analysis.</p> <p>5.3.4 Discourse analysis. Content analysis. Descriptive/ inferential statistics</p>
Q6. What is required for UNICEF to be able to carry out a meaningful evaluation of its advocacy work in 2025?			
<p>Q6.1 What are the main/key approaches/considerations for UNICEF to be able to conduct a meaningful principled, rights-based and risk-informed summative evaluation of its advocacy work in 2025 that adequately covers the work at the county, regional and global levels?</p> <p>Criterion: Validity of design Key concepts: Requirements to ensure a meaningful future summative evaluation of the advocacy work in 2025. Type of assessment: Evaluability assessment</p>	<p>6.1.1 Identification of main complexity-aware, theory driven approaches/methodologies to address the particularities of advocacy work for the summative evaluation, considering the implementation approaches and strategies in place.</p>	<p>6.1.1 Desk review / KII</p> <p><u>Primary sources for Q6.1:</u> interview protocols and evaluation findings/conclusions. <u>Secondary sources for Q6.1:</u> documentation.</p>	<p>6.1.1 Content analysis. Discourse analysis.</p>

ANNEX 2 – MODIFICATIONS MADE TO THE ORIGINAL EVALUATION QUESTIONS

ORIGINAL QUESTION	ORIGINAL SUB-QUESTIONS	COMMENTS	PROPOSED EVALUATION QUESTIONS
<p>Q1. To what extent is there clarity and a coherent understanding of what Advocacy is?</p>	<p>Q1.1. How consistent is the understanding of Advocacy seen across UNICEF's staff (Set 1, 2 and 3 of primary evaluation users), and external stakeholders (secondary evaluation users)?</p> <p>Q1.2. How well do these one or multiple understandings of advocacy align with definitions and approaches used by the best current thinking on advocacy M&E?</p>	<p><u>For overall Q1</u>, the target groups (UNICEF staff and key external stakeholders) has been specified</p> <p>No changes made to original <u>sub question 1.1</u>. A total of three indicators are considered for this sub question.</p> <p>No changes made to original <u>sub question 1.2</u>. One indicator has been designed to address this sub question.</p>	<p>Q1. To what extent is there clarity and a coherent understanding of what Advocacy is among UNICEF staff and key external stakeholders?</p> <p>Q1.1. How consistent is the understanding of Advocacy seen across UNICEF's staff (Set 1, 2 and 3 of primary evaluation users), and external stakeholders such as UN agencies?</p> <p>Q1.2. How well do these one or multiple understandings of advocacy align with definitions and approaches used by the best current thinking on advocacy?</p>
<p>Q2. To what extent are the existing UNICEF GAPs and broader advocacy objectives specific enough to permit coherent action and flexible enough to allow for context-specific and subject-specific adjustments?</p>	<p>Q2.1 To what extent do the GAPs and other advocacy priority ToCs and plans provide strategic guidance for operationalizing and harmonizing the Advocacy work across UNICEF functions and levels and among global, regional, and national level stakeholders according to the comparative strengths of the partners?</p> <p>Q2.2 To what extent do the GAPs and other advocacy priority ToCs provide sufficient guidance for operationalizing Advocacy work</p> <ul style="list-style-type: none"> • Across diverse political and economics contexts, (e.g., contexts with strong parliamentary systems; executive-dominant systems; with and without highly involved civic bodies, etc.); • Within humanitarian contexts as well as stable developmental settings; • Where the normative child-rights underpinnings need reinforcement through accompanying Communications work? 	<p><u>Overall Q2</u> remind pretty much similar, only specific reference to "advocacy theoretical model" was introduced to present the ToC.</p> <p><u>Original Sub question 2.1</u> has been slightly modified and simplified. It makes reference to the GAPs ToC, and it does not make reference to "the comparative strengths of the partners" as this is something cover in question targeting partnerships (Q2.2, indicator 2.2.8). A total of 4 indicators have been considered to address this question.</p> <p><u>Original Sub question 2.2 and 2.3</u> have been merged, since they shared similar ideas. The new question 2.2 addresses three main concepts on the level of guidance for operationalizing and adapt advocacy work: across different context, setting and stakeholders. The idea included in original sub-question on how to operationalize advocacy work "where the normative child-rights underpinnings need reinforce through accompanying communication work" has been included in indicator 2.2.2</p>	<p>Q2. To what extent are the existing UNICEF GAPs and broader advocacy theoretical model and objectives specific enough to permit coherent action and flexible enough to allow for context-specific and subject-specific adjustments?</p> <p>Q2.1 To what extent do the GAPs ToCs and plans are specific enough to provide guidance for operationalizing and harmonizing the Advocacy work across UNICEF functions and among global, regional, and national levels?</p> <p>Q2.2 To what extent do the GAPs ToCs and plans provide sufficient guidance for operationalizing and adapt Advocacy work across different and dynamic contexts?</p> <ul style="list-style-type: none"> • Across diverse political and economics contexts, (e.g., contexts with strong parliamentary systems; executive-

ORIGINAL QUESTION	ORIGINAL SUB-QUESTIONS	COMMENTS	PROPOSED EVALUATION QUESTIONS
	<p>Q2.3 To what extent do the GAPs and other advocacy priority ToCs provide sufficient guidance for contexts where the work must adjust and adapt to:</p> <ul style="list-style-type: none"> • Dynamic changes in economic, social, and political contexts and national priority changes; • Changes in key stakeholders (right holders and duty bearers); • Changes in key strategic partners, particularly those working in direct coordination with UNICEF, such as NatComs, public and private sector, other UN and development agencies, civil society organizations, etc.; • Emergence of new opposition players? 	<p>A total of 8 indicators have been considered to address all the aspects included under this sub question.</p>	<p>dominant systems; with and without highly involved civic bodies, etc.);</p> <ul style="list-style-type: none"> • Within humanitarian contexts as well as stable developmental settings; • Dealing with key stakeholders, partners and opposition players
<p>Q3. To what extent are UNICEF GAPs and other areas of focus relevant to global development priorities and to the needs of children, families and communities in the real world?</p>	<p>Q3.1 How well can the advocacy subjects [i.e., mental health, climate change, vaccines, education, etc.] meet the needs of the Strategic Plan, the SDGs, the Agenda 2030 and other development goals?</p> <p>Q3.2 To what extent are the advocacy subjects likely to solve concerns among children, families and communities in the real-world?</p>	<p><u>Overall Q3</u> has been updated. The explicit reference to "children, families and communities in the real world" is not enumerated in the proposed version. The rationale for doing so is twofold. First, relevant for end beneficiaries and target population would best be observed after implementation. Then, at this stage, GAPs alignment to UNICEF mandate (3.1) and to needs and priorities of target groups (3.2) is best suited to inform coherence.</p> <p><u>Original Sub question 3.1</u> has been slightly modified and reference to "advocacy subjects" has been shifted to "GAPs".</p> <p><u>Original Sub question 3.2</u> It is our understanding that advocacy subjects refer to GAPs. Also, that reference to the likelihood to solve concerns of the 'real-world' alludes to the plausibility of these GAPs ToCs. In this sense, we understand queries presented under the original question 3.2 as covered under current question 3.1 (How well can the GAPs meet the needs of the Strategic Plan, the SDGs, the Agenda 2030 and other development goals?) as well as current question 2.1 (specifically indicator 2.1.1 'Level of completeness,</p>	<p>Q3. To what extent are UNICEF GAPs and other areas of focus relevant to global development priorities?</p> <p>Q3.1 How well do the GAPs and other advocacy priorities' meet the needs of the Strategic Plan, the SDGs, the Agenda 2030 and other development goals?</p>

ORIGINAL QUESTION	ORIGINAL SUB-QUESTIONS	COMMENTS	PROPOSED EVALUATION QUESTIONS
<p>Q4. To what extent are the human resources for UNICEF Advocacy efforts well-resourced to achieve the SP advocacy ambitions through a whole-of-UNICEF approach and by effective coordination with key stakeholders?</p>	<p>Q4.1 Are Advocacy roles, responsibilities, and accountabilities clearly defined across the senior management/strategic leadership, advocacy and communications, programme, social policy, partnerships and M&E levels?</p> <p>Q4.2 Are the recruitment, skills building, and accountability systems in place to resource UNICEF at all levels with sufficient cadres needed to achieve the evolving Advocacy results?</p> <p>Q4.3 To what extent does UNICEF actively develop the internal and external social, political and technical networks that will scale-up and sustain results over time?</p>	<p>accuracy/robustness, and plausibility of the GAP ToCs, as per the definitions included in the Inception report'.). Critically, it is important to highlight that answers to these questions are addressed "in theory" not "in practice", in respect to the scope of the evaluation.</p> <p><u>Original Q4</u> focused only on human resources, and that has been slightly changed to include other type of resources.</p> <p>In an overall sense, the sub questions have been reorganized/modified to address the following topics: allocation of resources and skills/capacities for the implementation of the advocacy approaches, and clear roles and responsibilities to ensure coordination and synergies.</p> <p><u>Original Sub question 4.1</u> has been slightly changed and numbered 4.3. The new question includes the concept of roles and responsibilities being "understood". In addition, the sub question makes explicit reference at the end to the effective coordination and the generation of synergies when implementing advocacy work.</p> <p><u>Original Sub question 4.2</u> originally repeated the concept of "accountability" already addressed in 4.1. Therefore, it has been removed and focus given to the existence of skills and capacities to implement the advocacy approaches.</p> <p><u>Original Sub question 4.3</u> makes reference to the implementation process ("to what extent UNICEF actively develops...") which is out of the scope of the evaluation and therefore, has not been included. However, a relevant indicator (4.3.4 Evidence on the approaches and strategies available for UNICEF to actively develop the internal and external social, political and technical networks that will scale-up and sustain results over time) has been included under sub question 4.3.</p>	<p>Q4. To what extent are UNICEF Advocacy efforts well-resourced and integrated to achieve the SP advocacy ambitions through a whole-of-UNICEF approach and by effective coordination with key stakeholders?</p> <p>Q4.1 To what extent are the means/resources allocated for the implementation of the advocacy approaches and priorities adequate for the achievement of the evolving advocacy goals?</p> <p>Q4.2 To what extent does UNICEF count with the necessary advocacy skills and competency to implement the advocacy approaches and contribute to achieve the evolving advocacy goals?</p> <p>Q4.3 To what extent are Advocacy roles, responsibilities, and accountabilities clearly defined and understood across the senior management/strategic leadership, advocacy and communications, programme, social policy, partnerships and M&E levels so as to ensure effective coordination, partnerships and the generation of synergies when implementing advocacy work?</p>

ORIGINAL QUESTION	ORIGINAL SUB-QUESTIONS	COMMENTS	PROPOSED EVALUATION QUESTIONS
<p>Q5. To what extent are UNICEF Advocacy planning, monitoring and data collection systems adequate for the role assigned to Advocacy by the Strategic Plan?</p>	<p>Q5.1 How advocacy efforts can be planned to achieve the policy or related goals that either resolves the issue directly or indirectly spark the programming that brings about the real-world impacts?</p> <p>Q5.2 How UNICEF and partners can program in order to bring about effective and rights-respecting changes in those domains? (This will include the designation of opportunities or needs for changes that advocacy efforts can help accomplish.)</p> <p>Q5.3 To what extent do the existing UNICEF monitoring and data collection systems allow for and provide clear guidance for the collection of SMART data (Specific, Measurable, Achievable, Relevant and Time-bound) for....</p> <ul style="list-style-type: none"> • Mandatory Advocacy indicators at the impact and interim/process levels; • Indicators beyond the mandatory ones that will be necessitated by flexible or contingent advocacy strategies that emerge from the specific GAP ToCs or from the application of the more general ToC framework, including preparations for commonly underreported activities such as “quiet diplomacy”, mobilizing constituencies, leveraging evidence, and feedback to stakeholders; • Each level of the organization <p>Q5.4 Does the indicator inventory and monitoring approach adequately guide the organization on how to report on relevant Advocacy indicators:</p> <ul style="list-style-type: none"> • Across diverse political and economics contexts, (e.g., contexts with strong parliamentary systems; executive-dominant systems; with and without highly involved civic bodies, etc.); 	<p><u>Original Q5</u> has not been changed.</p> <p><u>Original Sub question 5.1 and 5.2</u> have been merged in proposed sub question 5.1, as planning and programming is used interchangeably and it covers the ideas included in the original ones.</p> <p><u>Original Sub question 5.3</u> has not been modified, only numbered 5.2</p> <p><u>Original Sub question 5.4</u> has been slightly change to make explicit reference toward ensuring that reporting allows “effective decision making”. The relevant sub question in numbered 5.3, which also</p>	<p>Q5. To what extent are UNICEF Advocacy planning, monitoring and data collection systems adequate for the role assigned to Advocacy by the Strategic Plan?</p> <p>5.1 To what extent are the planning strategies/protocols/procedures adequate towards contributing to the advocacy related goals included in the SP 2022-2025?</p> <p>Q5.2 To what extent do the existing UNICEF monitoring and data collection systems allow for and provide clear guidance for the collection of SMART data (Specific, Measurable, Achievable, Relevant and Time-bound) for....</p> <ul style="list-style-type: none"> • Mandatory Advocacy indicators at the impact and interim/process levels; • Indicators beyond the mandatory ones that will be necessitated by flexible or contingent advocacy strategies that emerge from the specific GAP ToCs or from the application of the more general ToC framework, including preparations for commonly underreported activities such as “quiet diplomacy”, mobilizing constituencies, leveraging evidence, and feedback to stakeholders; • Each level of the organization <p>Q5.3 To what extent are the indicator inventory and monitoring and evaluation approach adequately guide the organization on how to report on relevant Advocacy indicators for effective decision making:</p>

ORIGINAL QUESTION	ORIGINAL SUB-QUESTIONS	COMMENTS	PROPOSED EVALUATION QUESTIONS
	<ul style="list-style-type: none"> • Within humanitarian contexts as well as stable developmental settings; • In conjunction with non-UNICEF partners; • In support of aligned SP priorities such as gender, disability, climate change, and other cross-cutting areas? 		<ul style="list-style-type: none"> • Across diverse political and economics contexts, (e.g., contexts with strong parliamentary systems; executive-dominant systems; with and without highly involved civic bodies, etc.); • Within humanitarian contexts as well as stable developmental settings; • In conjunction with non-UNICEF partners; • In support of aligned SP priorities such as gender, disability, climate change, and other cross-cutting areas
<p>Q6. To what extent are guidelines and systems in place for strategic decision-making around UNICEF Advocacy efforts?</p>	<p>Q6.1 Looking beyond the monitoring data, have UNICEF and its partners identified the summative, analytical, evaluation, and research requirements for the internal and collaborative strategic decision-taking required by the Advocacy strategy?</p> <p>Q6.2 Where can UNICEF locate appropriate Advocacy M&E guidance that can guide its strategic evidence gathering and use across the various contexts and stages of advocacy work?</p> <p>Q6.3 Taking all aspects into account, what is required for UNICEF to be able to conduct a successful summative evaluation of its advocacy work in 2025?</p>	<p><u>Original Q6</u> made reference to decision making, which is not considered in sub question 5.3. In addition, the overall question 6 was somehow disconnected from the sub question, which focus more on what UNICEF should consider to ensure a meaningful summative evaluation of its advocacy work in the future. As a result, the proposed question 6 addresses this concern.</p> <p><u>Original sub question 6.1</u> is already covered in sub question 5.3</p> <p><u>Original Sub questions 6.2 and 6.3</u> shared a similar concept, which has been merged and considered in the proposed sub question 6.1</p>	<p>Q6. What is required for UNICEF to be able to carry out a meaningful evaluation of its advocacy work in 2025?</p> <p>Q6.1 What are the main/key approaches/considerations for UNICEF to be able to conduct a meaningful principled, rights-based and risk-informed summative evaluation of its advocacy work in 2025 that adequately covers the work at the county, regional and global levels?</p>

ANNEX 3 – LIST OF INFORMANTS FOR THE INCEPTION PHASE

ORGANIZATION	POSITION
UNICEF	Chief of Advocacy (DGCA)
UNICEF	Regional Chief of Communication, EAPRO
UNICEF	Regional Chief of Communication, LACRO
UNICEF	Chief of Child Rights Policy and Advocacy (PFP)
UNICEF	Head of Child Rights Programme and Advocacy (Dutch NatCom)
UNICEF	Chief of Strategic Planning and Field Support (DGCA)
UNICEF	Global Advocacy Lead, Child and Adolescent Mental Health (DGCA)
UNICEF	Advocacy Specialist, Mental Health (DGCA)
UNICEF	Senior Adviser Health
UNICEF	Global Advocacy Lead, Climate Change & Water (DGCA)
UNICEF	Humanitarian Advocacy Manager
UNICEF	Senior Adviser, Child Protection (PG) & lead for migration/
UNICEF	Director, Child Protection (PG) & lead for mental health

ANNEX 4 – LIST OF DOCUMENTS REVIEWED

YEAR	RELEVANT UNICEF DOCUMENTS
2005	UNICEF "Cities with Children - Child Friendly Cities in Italy.
2010	Advocacy: a guide to influencing decisions that improve children's lives
2011	UNICEF. How to design and manage Equity-focused evaluations.
2014	UNICEF's Global Communication and Public Advocacy Strategy, 2014–2017
2017	Global evaluation report oversight system
2017	UNICEF "A world Free of Child Poverty"
2017	United Nations Children's Fund (UNICEF) and the Global Coalition to End Child Poverty
2017	UNICEF Adapted UNEG Evaluation Reports Standards
2017	UNICEF Evaluation of Innovation In UNICEF– Case Studies
2018	UNICEF Strategic Plan 2018-2022
2018	Inception report. UNICEF Evaluation of the Multilingual Education National Action Plan in Cambodia
2019	Communicate to Advocate: Driving Change for Children. Updated UNICEF Global Advocacy Strategy 2019-2021
2019	UNICEF Guidance on Gender Integration in Evaluation
2020	UNICEF. Strengthening UNICEF'S Humanitarian action
2021	Headquarters Divisional Annual Report. Division of Communication
2021	UNICEF. Geros Evaluation Quality Assurance Tool.
2021	UNICEF. The Emergency Procedures
2021	UNICEF. Procedure Ethical Standards in Evidence Update
2021	UNICEF. UNICEF Procedure on Ethical Standards in Research, Evaluation, Data Collection and Analysis
2021	Global advocacy priority: learning. Drive a global advocacy effort to tackle the learning crisis, prioritising the most vulnerable and marginalised children, including through closing the digital divide
2021	Global advocacy priority: mental health secure quality investment and action to support and protect the mental health of all children and young people, and bring an end to neglect, abuse and childhood adversities that drive poor life outcomes advocacy strategy 2021-2025
2021	Global advocacy priority: build a global movement for vaccine affordability, availability and equity as a contribution to strengthening primary health care
2021	Global advocacy priority: water and climate. Work with government, businesses and communities to increase access to clean water, and address environmental degradation and climate change, for a safe and sustainable environment as envisioned by children and young people
2022	Theory of Change, UNICEF Strategic Plan, 2022–2025
2022	UNHCR and UNICEF "Ukraine Emergency: Children Fleeing Ukraine - The Advocacy Agenda for Action".
2022	UNICEF Evaluability Assessment and Formative Evaluation of UNICEF Positioning to Achieve the Goals of the Strategic Plan 2022-2025.
2022	Disability-Inclusive Evaluations in UNICEF - Guideline for achieving UNDIS standards.
2022	UNICEF Style Book

2022	UNICEF Level 3 Emergency Procedures for Afghanistan - Presentation
2022	UNICEF. Humanitarian Advocacy and Communication in 2022 - Presentation
YEAR	RELEVANT UNICEF PROJECT DOCUMENTS
2015	Evaluation of UNICEF's Peacebuilding, Education and Advocacy Programme (PBEA)
2018	An evaluation of advocacy strategy in the UNICEF Thailand country programme 2012-2016
2020	Evaluation of child advocacy centres supported by UNICEF Bulgaria
2020	Global Evaluation of UNICEF's WASH Programming in Protracted Crises, 2014–19
2021	UNICEF Thailand Country Programme 2017-2021. Strategic Positioning and Partnerships Strategy Evaluation
2022	Transforming UNICEF's Advocacy for Children: A vision for the new Strategic Plan 2022-2025 by the Global Advocacy Taskforce
2022	UNICEF's global advocacy agenda on addressing the urgent learning crisis. Q1-Q4 2022
2022	UNICEF Global Advocacy Priority 3 on mental health: 2022 Q1-4
2022	UNICEF Global Advocacy Priority on Climate and Water (GAP4): Advocacy Objectives and Strategy for 2022/2023
2022	Global Advocacy taskforce meetings: 14 -18
2022	GAP Champion Country Approach Survey Results
2022	UNICEF Global Advocacy Priority on Child Health & Survival: 2022 Q1-4
YEAR	OTHER RELEVANT EXTERNAL DOCUMENTS
1998	Patton, M. "Discovering process use"
2003	Creswell, J. "Research design"
2004	Kusek J.Z. and Rist R. "Ten steps to a results-based monitoring and evaluation system: a handbook for development practitioners". World Bank
2010	Kusek J.Z , Goergens M. "Making Monitoring and Evaluation Systems Work: A Capacity Development Tool Kit". World Bank
2011	Funnell S.C. Rogers P.J. "Purposeful Program Theory Effective Use of Theories of Change and Logic Models"
2013	Rick. D. "Planning Evaluability Assessments. A synthesis of the literature with recommendations". DFID
2013	USAID "Technical Note Evaluative Case Studies"
2014	USAID "Pace of Change in Complexity"
2014	UNEG "Integrating Human Rights and Gender Equality in Evaluations"
2016	European Union General Data Protection Regulation 2016/67
2016	Compliance with EU General Data Protection Regulation 2016/679
2017	UNEG. Norms and Standards for Evaluation.
2017	Arensman B. , Van Waegeningh C. , Van Wessel M. "Twinning Practices of Change with Theory of Change"
2020	UNEG. Ethical Guidelines for Evaluation.
2020	UNEG. Evaluation use in practice.
2021	Patton, M. "Evaluation Criteria for Evaluating Transformation: Implications for the Coronavirus Pandemic and the Global Climate Emergency". American Journal of Evaluation

2021	MOPAN Assessment Report - UNICEF 2020 Assessment Cycle
2022	The Global Coalition to End Child Poverty "Ending Child Poverty, a policy agenda"
2022	IA 2030 "A global strategy to leave no one behind"

7.1 ANNEX 5 – ORIGINAL LONG LIST CONSIDERED FOR THE CASE STUDIES

A preliminary approach to the literature review served as a contextual reference of GAP Champion countries, and is summarized in the following tables below⁵⁵.

GAP1 Vaccines	GAP2 The learning crisis	GAP3 Mental Health	GAP4 Climate and Water
1. Angola 2. Guinea 3. Central African Republic 4. India 5. Indonesia 6. Philippines	1. Brazil 2. Egypt 3. Ghana 4. Mozambique 5. Niger 6. Philippines 7. Senegal 8. Sierra Leone	1. Jamaica 2. UAE 3. Guyana 4. Serbia 5. Thailand 6. Zimbabwe <u>NatCom</u> 7. US	1. Armenia 2. Bangladesh 3. Burundi 4. Ecuador 5. Jordan 6. Maldives 7. Madagascar 8. Mozambique 9. North Macedonia 10. Sri Lanka 11. Zimbabwe <u>NatCom</u> 12. Australia 13. Belgium 14. Italy 15. Norway 16. Switzerland & Lichtenstein

Source: Excel "Final Champion Countries", UNICEF Intranet

Table 21. Regional offices with champion countries and GAP

Regional Offices and Champions ⁵⁶⁵⁷	GAP1	GAP2	GAP3	GAP4
East Asia and the Pacific Regional Office				
Eastern and Southern Africa Regional Office				
Europe and Central Asia Regional Office				
Latin America and the Caribbean Regional Office				
Middle East and North Africa Regional Office				
South Asia Regional Office				
West and Central Africa Regional Office				

Source: Own elaboration based on the Excel "Final Champion Countries", UNICEF Intranet

Based on the first revision of the inception report and the feedback provided by the EO and representatives from the DCGA, the following long list of potential case studies was developed.

CASE STUDY 1 GAP1 Vaccines	<p>Global level</p> <ul style="list-style-type: none"> Political Commitment around the state of the World's Children report on vaccines. Global Immunization Agenda 2030. <p>Regional level</p> <ul style="list-style-type: none"> Zero Dose initiative (India, Pakistan, Indonesia, Philippines). <p>Country level</p> <ul style="list-style-type: none"> The Immunization Agenda and the Zero Dose Initiative at the country level - the case of Indonesia. Survival/Waste, the case of a Nat Com on a High-Income Country.
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⁵⁵ It is not implied that GAP relevant activities would occur only in the regions where these have champions, nor that the champions would be by definition case study subjects.

⁵⁶ Four countries have committed to being a champion country for two GAPs: Mozambique (GAPs 1 and 4), Zimbabwe and Jamaica (GAPs 3 and 4), Philippines (GAPs 1 and 2)

⁵⁷ <https://data.unicef.org/regionalclassifications/>

CASE STUDY 2 GAP2 The learning crisis	Regional level <ul style="list-style-type: none"> • Advocacy approaches with private foundations, the partnership with the Gates Foundation and the World in Sub-Saharan Africa. Country level <ul style="list-style-type: none"> • Specific advocacy approaches to the learning crisis, the case of the Philippines
CASE STUDY 3 GAP3 Mental Health	Global level <ul style="list-style-type: none"> • The “United for Mental Health” initiative and UNICEF advocacy • Parenting and its integration in the overall advocacy priority. Regional level <ul style="list-style-type: none"> • The European Union strategy on Mental Health and its integration in advocacy approaches. Country level <ul style="list-style-type: none"> • Specific advocacy approaches to Mental Health - the case of Thailand.
CASE STUDY 4 GAP4 Climate and Water	Regional level <ul style="list-style-type: none"> • EAPRO and positive case studies Country level <ul style="list-style-type: none"> • Italy: connecting climate with Child Friendly Cities •
CASE STUDY 5 Humanitarian setting	Regional level <ul style="list-style-type: none"> • Sahel Food Crisis • Ukraine advocacy strategy in surrounding countries Country level <ul style="list-style-type: none"> • Ukraine advocacy strategy • 6 Grave violations of child rights, targeting countries that got off the list recently (Sudan, Yemen, Syria, Iraq). • Strategic guiding on advocacy approaches provided to Myanmar CO
CASE STUDY 6 Other advocacy priorities	Global level <ul style="list-style-type: none"> • Advocacy work on Social Protection • Child poverty: upstream advocacy examples for budget allocation

Based on this preliminary long-list, and in consideration of additional criteria above referenced and the initial feedback provided by EO and representatives from the DGCA, a proposal of six case studies was considered, as presented in this report.

ANNEX 6 – DATA COLLECTION TOOLS

EVALUABILITY ASSESSMENT AND FORMATIVE EVALUATION OF UNICEF'S APPROACHES TO ADVOCACY. A GUIDE FOR INTERVIEWS AT THE GLOBAL LEVEL (SET 1 USERS - INTERNAL)

NOTE: This is a guide, not a questionnaire. It indicates the areas to be covered and gives an idea of the order in which the topics will be addressed. The questions will not be asked in this exact format and interviewers may change the order and emphasis. Interviewers are also free to probe for relevant issues which emerge in discussion, even if these are not on our guide. Consent should be obtained before discussions commence. Set 1 users includes senior management, Division of Global Communication and Advocacy (DGCA), Public Partnerships Division, Private Fundraising and Partnerships, Programme Group (PG), Global Office of Foresight and Research, Office of Emergency Programmes (EMOPS) on advocacy in humanitarian action, the Evaluation Office, the affiliated partners and relevant staff dealing with fundraising, programming and planning & monitoring. This protocol is only to be applied to internal stakeholders.

IMPORTANT NOTE: This guide is for now a general one – It is to be tailored to each group / profile of interviewees once the final list is confirmed and based on the continuous feedback received throughout the data collection phase.

7.2 INTRODUCTIONS

<p>Introduction.</p> <p>Include the following points in the introduction:</p> <ul style="list-style-type: none"> • UNICEF is strategically positioning advocacy in its new 2022-2025 Strategic Plan (SP), jointly with an innovative vision for transforming advocacy for children. • With the double objective of 1) increasing the success of advocacy efforts by identifying early adjustments to the Advocacy approaches and 2) preparing a future summative evaluation UNICEF's Evaluation Office has commissioned an independent Evaluability Assessment and Formative Evaluation of its Approaches to Advocacy. • We are working with Artival, an independent Research & Evaluation consulting firm leading these evaluations. • We have contacted you following the contact details provided by EA and the DGCA. The ambition of these interviews is to 1) gather the thoughts, suggestions, insights and recommendations of key stakeholders in advocacy work within and outside UNICEF that can help us inform the analysis for the evaluation and 2) Identify other potential informants based on recommendations/suggestions made. • Thank you again for your participation. We expect this interview to take about 60 minutes to one hour. Please let me know if that works well for you. If you'd prefer, we can also schedule a follow-up interview. • Please feel free to speak freely, as everything is confidential. There will be no direct quotes in any of the reports unless you specifically request us to do so. All the information gathered through interviews is kept confidential and use only for the sole purpose of the exercise. • The interview will address several topics concerning the specificity of UNICEF advocacy work: <ul style="list-style-type: none"> ○ the design and relevance of the advocacy strategy and the GAPs, ○ the implementation capacity and ○ resources available as well as the adequacy of existing systems (planning, monitoring and reporting) to carry out advocacy work.
<p>Consent</p> <p><i>Please explicitly ask the participants the following and check their understanding.</i></p> <p>We would like to record this interview merely for transcription purposes and to make sure we capture your views correctly – are you happy for us to do this? Please rest assured that the recording will be</p>

deleted once written transcripts are taken. (Ask for them to verbally agree. If they do not agree, please do not record the interview and take only written notes).

Do you have any questions for us before we start?

Recording

7.3 BACKGROUND

1. Can you please give us a **brief overview of your** role within UNICEF and how is your unit/division organized to implement advocacy efforts?

The involvement in development, humanitarian or a mix of both settings should be clarified to frame the rest of the interview. Make sure the involvement on specific GAPS and other advocacy priorities is captured too. Also, involvement in the development of the GAPS.

7.4 CLARITY AND SHARED UNDERSTANDING

2. In an overall sense, what is the main goal of doing advocacy? **What does UNICEF try to accomplish?**

If necessary, probe issues such as main advocacy approaches (e.g. evidence generation, campaigning, etc) and normative frameworks (CRC,CCs). Bear in mind the corporate definition: Advocacy is the deliberate process, based on demonstrated evidence, to directly and indirectly influence decision makers, stakeholders and relevant audiences to support and implement actions that contribute to the fulfilment of children's and women's rights.

For humanitarian: "Advocacy is conducted at country, regional and global levels to protect the rights of children, women and their communities, promote adherence to international laws and standards, facilitate principled humanitarian access and the delivery of programmes, and promote child-friendly policies and practices"

Linked to indicator 1.1.1 and 1.1.2

3. What would you say is **the added value/distinctiveness (if any)** of the advocacy work done by UNICEF compared to other organizations within and outside the UN system?

Linked to indicator 1.2.1 and 3.1.4

4. What **are other relevant advocacy players doing that UNICEF does not/cannot do?** Compared to other organizations working on children's rights, what are **UNICEF's weaknesses in advocacy?**

Linked to indicator 1.2.1 and 3.1.4

7.5 RELEVANCE TO GLOBAL PRIORITIES

5. To what extent is **the design of the current advocacy change strategy based on GAPS adequate to contribute to meeting the Strategic Plan Goals and the global development and humanitarian Agendas?** Are there any gaps/missed opportunities that you can think of?

Make a clear distinction between global development goals and global humanitarian goals

<p>12. When it comes to advocacy work, what is the level of definition of the roles and responsibilities to be played by you/your unit/division/office? Are there clear procedures for planning, partnering, and or monitoring and reporting advocacy work? To what extent are those put into practice? Do you have any suggestions for improving the definition of roles and responsibilities for the implementation of the advocacy work? <i>Linked to indicator 4.3.2</i></p>
<p>13. What is the level of coordination of your unit/division/office with other UNICEF units/divisions/offices for advocacy work? To what extent does that generate synergies? What about bottlenecks and gaps in coordination? <i>Linked to indicator 4.3.3 and 4.3.5</i></p>
<p>14. What are the most common strategies/approaches you/your unit/office implement to develop internal and external networks for advocacy work? <i>Probe for social, political and/or technical networks.</i> <i>Linked to indicator 4.3.4</i></p>
<p>15. To what extent do you consider adequate that the current distribution of resources for advocacy work towards the achievement of the SP goals? Does your unit/division/office receive specific resources to implement advocacy activities? Are there additional resources needed? <i>Probe also by programme cycle: programming, monitoring and reporting for the evaluability matrix criteria on "resourcing".</i> <i>Linked to indicator 4.1.3</i></p>
<p>16. Based on your experience, can you think of other ways of doing advocacy work that might lead to the same results but using less resources (material, human, financial)/using resources more efficiently? <i>Linked to indicator 4.1.2</i></p>

7.8 SYSTEM ADEQUACY

<p>17. What are the main opportunities and limitations when it comes to measuring contribution of advocacy work and monitor and evaluate its progress? <i>Bear in mind crosscutting issues, clear methodologies, data available, identification of collateral effects, etc. Also the particularities of advocacy work to get ready for the summative evaluation, considering the implementation approaches and strategies in place.</i> <i>Linked to indicator 5.2.1 and 6.1.1</i></p>
<p><u>Opportunities:</u></p>
<p><u>Limitations</u></p>

<p>18. To what extent does the M&E system in place provide useful data for reporting results? Is there any particular context for which no useful data is collected? Are there clear reporting guidelines and protocols to support the decision-making process across diverse contexts? <i>Probe for context such as diverse political and economic contexts (strong parliamentary systems, executive dominant systems, etc), development and humanitarian settings, and to support crosscutting issues.</i> <i>Indicator 5.3.1, 5.3.2 and 5.3.4</i></p>

7.9 CLOSING

19. Before we close the interview, do you have any questions for us?

7.10 THANK YOU

Thank you very much for your time and insights which will be immensely valuable in shaping the course of this evaluation
If after this moment you can think of anything else you would want to add please feel free to email us directly
And we also remain available for questions and comments throughout the evaluation

- THE REST OF DATA COLLECTION TOOLS WILL BE DESIGNED DURING THE DATA COLLECTION PROCESS -

ANNEX 7 – TERMS OF REFERENCE



TERMS OF REFERENCE for RFPS UNICEF Evaluation Office

Evaluability Assessment and Formative Evaluation of UNICEF's Approaches to Advocacy

1. Executive Summary

UNICEF is strategically positioning advocacy in its new, 2022-2025 Strategic Plan (SP), jointly with an innovative vision for transforming advocacy for children. The independent Evaluability Assessment and Formative Evaluation of UNICEF's Approaches to Advocacy, commissioned by UNICEF Evaluation Office, is a proactive and forward-looking exercise that will provide critical evidence to inform UNICEF's advocacy planning to improve the chances of advocacy success. This *ex-ante* evaluation will also permit the most robust possible evaluation of UNICEF's work in this area toward the end of the SP. These Terms of Reference (ToR) describe the main purpose, primary users, objectives, and tentative evaluability matrix, proposed methodological approach, associated risks, and qualifications external consultants (tentatively two team members) required to undertake this evaluative exercise. The evaluation will be conducted between November 2022 and May 2023.

2. Introduction

Since 1946, UNICEF has been “mandated by the United Nations General Assembly to advocate for the protection of children’s rights, to help meet their basic needs and to expand their opportunities to reach their full potential”.⁵⁸ Following a rights-based approach, and guided by the Convention on the Rights of the Child (CRC), advocacy has therefore been an integral component of UNICEF programme work.

Over the past few years, the organization has undergone important structural changes to reinforce its advocacy and communication strengths and address its challenges. The 2018-2021 SP states the organization’s mandate and comparative advantages in support of the 2030 Agenda through “normative work on child rights, policy advocacy, systems strengthening and service delivery with the goal of leaving no child behind (...).”. Its commitment is clearly recognized through the key role that communications and advocacy played as a Change Strategy.⁵⁹ More recently, the updated “UNICEF Global Communication and Advocacy Strategy 2019-2021, Communicate to Advocate: Driving Change for Children”,⁶⁰ framed UNICEF global communications and advocacy strategic goals, its monitoring and evaluation framework, and described the updates on its strategic shifts.

⁵⁸ <https://www.unicef.org/about-us/mission-statement>

⁵⁹ The Strategic Plan 2018-2021 Change Strategy 3 “winning support for the cause of children from decision makers and the wider public” describes that “UNICEF will become an even stronger advocacy, campaigning, fundraising and communications force for children, working with others to build alliances and movements for change. Through this public engagement, the organization will make progress towards recruiting 100 million supporters to the cause of children, to volunteer, advocate and give. This strategy also includes strengthening the UNICEF brand, and supporting young people and children as agents of change.”

⁶⁰ This document updated the first communication and advocacy strategy, “Communicate to Advocate for Every Child: UNICEF’s Global Communication and Public Advocacy Strategy, 2014–2017”.

As part of the preparatory work to inform the design of the new SP 2022-2025, the Advocacy Taskforce prepared a vision paper "Transforming UNICEF's Advocacy for Children: A vision for the new Strategic Plan 2022-2025" (endorsed by the Co-Chairs of the Partnerships, Advocacy and Financing SP Workgroup and the SP Coordination Committee), describing the strengths and weaknesses of UNICEF advocacy work. This paper produced specific recommendations to strengthen and transform UNICEF global advocacy role and practices, articulating the operationalization of Advocacy and Communications as an SP Change Strategy for children.⁶¹

Informed by this vision paper and other exploratory exercises (including the 2018 consultations, 2020 surveys, and several case studies), the organization recently re-structured its Division of Communications (DOC), renaming it as Division of Global Communication and Advocacy (GCA), in January 2022, to signify the role of advocacy in the current SP. These changes reflect the efforts made to further enhance the distinct and unique roles of advocacy work, related to and complementary to, but not the same as, communications, campaigning, public narrative, or technical assistance to governments work, among other tactics.⁶²

Despite its prominence in UNICEF mandate and Strategic Plans, a comprehensive corporate evaluation of UNICEF advocacy work has never been conducted by the organisation. Advocacy evaluations have largely been designed within specific programme areas or campaigns, or as components of country programme work.

This proactive and forward-looking evaluability assessment and formative evaluation on advocacy is therefore planned at this early stage of the implementation of the SP. It will allow adjustments in UNICEF's advocacy planning to both improve the chances of advocacy success, and to permit the most robust possible evaluation of UNICEF's work in this area toward the end of the SP.

3. Background and Literature Review

UNICEF defines advocacy as the "deliberate process, based on demonstrated evidence, to directly and indirectly influence decision makers, stakeholders and relevant audiences to support and implement actions that contribute to the realization of children's and women's rights."

Four Global Advocacy Priorities (GAPs) have been defined, with specific Theories of Change (ToCs), indicators at the outcome and output levels (see Box 1), target results (current and future), barriers, key stakeholders, and strategic approaches. The four GAPs were designated as priorities to contribute to the acceleration, scaling up, and adjustment of UNICEF results for children:

- 1) *Build a global movement for **vaccine affordability, availability and equity** as a contribution to strengthening primary health care.*
- 2) *Drive a global advocacy effort to **tackle the learning crisis**, prioritizing the most vulnerable and marginalized children, including through closing the digital divide.*

⁶¹ These recommendations were endorsed by the Global Management Team (GMT), they are to be operationalized by the Global Advocacy Taskforce, as commissioned by the Deputy Executive Director (DED) Partnerships. The following recommendations were presented: Recommendation 1: Advocacy explicitly highlighted and meaningfully applied as a primary avenue to achieve results for children in every country; Recommendation 2: Advocacy roles recognized as a core and critical organizational function; Recommendation 3: Advocacy leadership and accountabilities are clarified, and integrated ways of working formally established; Recommendation 4: Increased investment in Advocacy to meet needs and demands; Recommendation 5: The Results Framework and corporate reporting systems enable holistic advocacy efforts to be monitored and evaluated effectively, accompanied with robust and standardized advocacy M&E guidance.

⁶² For additional reference, see UNICEF Advocacy Tactics Toolkit, developed in the context of the Advocacy Capacity Building Workshop.

- 3) *Secure investment and action to support and protect the **mental health of children and young people, and to bring an end to neglect, abuse and childhood traumas** that drive poor life outcomes.*
- 4) *Work with and for children to **tackle environmental degradation and climate change**, so they have access to clear water, clean air, and a safe and sustainable environment.*

There are three levels of indicators concerning Advocacy within the 2022-2025 SP. The first two are clearly within the scope of this formative evaluation. The third is much larger in size and harder to define. It will need to be discussed in the inception phase.

Box 1: Global Advocacy and Communications Indicators (Numbers refer to the indicators within the SP results framework)

Level 1: Indicators of the Advocacy & Communication change strategy

H1.1. Number of countries that took advocacy action that triggered policy change related to the UNICEF global advocacy priorities: (a) Tackle the learning crisis; (b) Vaccine affordability, availability and equity; (c) Mental health of children and young people, and to bring an end to neglect, abuse and childhood traumas; (d) Increase access to clean water, and address environmental degradation and climate change (UNEP)

H1.2. Number of children, adolescents and youth engaged in: (a) Advocacy (campaigns, events, youth advocates, World Children's Day); (b) Communication (content and media features, youth reporters, user-generated content); (c) Platforms (U-Report, networks)

H1.3. Number of UNICEF digital supporters

H3.4. Number of countries in which UNICEF-supported policymaking or budgeting is informed by data, research, and evaluation

H9.8. Number of countries supported by UNICEF that have identified and financed transformative child rights policies and programmes that promote gender equality

Level 2: Outcome indicators with direct reference to policy changes that result from Advocacy work [indicative sample]

1.6.4. Number of countries with a national policy for the protection, promotion and support of optimal child nutrition, including legislation to protect children from harmful promotion/marketing of breastmilk substitutes and/or foods and beverages (WFP, WHO)

3.1.1. Number of countries with legislative and policy framework to (a) End corporal punishment of children; (b) End child sexual exploitation and abuse (including technology enabled); (c) Eliminate the worst forms of child labor

4.8. Number of countries developing, financing, and implementing child-sensitive climate policies and programmes

5.1. Number of countries in which measurement, analysis or policy advice has led to policies and programmes to reduce child poverty

H7.4 Number of countries in which UNICEF contributed to new or revised policies or regulations addressing business practices impacting children's rights

H9.6 Number of countries with child-responsive urban policies with a special focus on those living in slums and informal settlements

Level 3: Impact, outcome and output indicators that imply advocacy work/depend on prior advocacy work [indicative sample]

Impact indicator 30: Whether or not legal frameworks are in place to promote, enforce and monitor equality and non-discrimination on the basis of sex

1.2.6. Number of countries implementing strategies to address under-vaccination

2.5 Percentage of countries in which the percentage of national education expenditure reaching the most marginalized is above 15 per cent

3.2.1 Number of countries with specialized justice for children system

4.3.3. Number of countries in which UNICEF supported the updating of government frameworks for preparedness and/or early/anticipatory action to be child-sensitive at the national and local levels (FAO, OCHA, UNDP, UNEP, WFP, WHO)

5.2.3 Number of countries with disability-inclusive social protection programmes with UNICEF support

H6.1 Proportion of UNICEF global innovation portfolios with at least one innovation that has attained multi-country scale and reach of more than 1 million people

Source: Integrated Results and Resources Framework of the UNICEF Strategic Plan, 2022–2025

A preliminary internal Evaluation Office review of UNICEF evaluations, research, studies, and descriptive assessments conducted between 2015 and 2021 shows that advocacy has frequently been included as a component of global, regional, and country programmes. However, no systematic assessment has been conducted to explore its contributions to UNICEF results. This preliminary mapping shows that only four evaluations, one conducted at the global level⁶³ and three at the country level, had direct advocacy focus⁶⁴ and eight research papers were produced to inform policy advocacy efforts, at the field level.⁶⁵ The recent Humanitarian Review carried out by UNICEF included advocacy as a key component of UNICEF's work in humanitarian action. In addition, it is understood that UNICEF National Committees (NatComs) have conducted some advocacy evaluations that will hold meaningful lessons. These will be identified and examined in the inception phase.

The recent 2021 MOPAN assessment of UNICEF describes the progress made in strategic partnerships with the private sector for advocacy purposes and "a robust structure and processes to fulfil its mandate for knowledge production and policy advocacy"⁶⁶. It also acknowledges the challenges to measure and to quantify normative advocacy efforts using the existing corporate monitoring system. These challenges are likely to create more inconsistencies around the quality of the policy advocacy evidence and knowledge produced at the field-level, an issue consistently found in decentralized organizations like UNICEF.⁶⁷

Drawing from the UNICEF and partner work, a set of findings have been identified that describe the challenges to evaluate advocacy work:

- Lack of high quality and relevant data availability;⁶⁸
- Lack of confidence and skills in both advocacy and advocacy evaluation;
- Lack of understanding of how to capture contribution as legitimate advocacy result, different from traditional programme results;
- As advocacy requires regular course-correcting and adjustment due to shifting external context, there is a need to build evaluation approaches and systems that allow the capturing of results including from opportunistic and reactive advocacy;
- The unpredictable nature of advocacy as outcomes heavily depends on external circumstances, often out of UNICEF's direct control;
- Lastly, in humanitarian contexts, advocacy has been identified as being often reactive, rather than pro-active and strategic, and linked to specific needs, making it even harder to assess. Similarly, UNICEF's humanitarian advocacy has been lacking a cohesive advocacy strategy with

⁶³ The 2015 Evaluation of UNICEF's Peacebuilding, Education and Advocacy Programme (PBEA). In addition, the 2020 Global evaluation of UNICEF WASH programming in protracted crises 2014-2019 includes an important advocacy component.

⁶⁴ These are the 2020 Evaluation of the child advocacy and support centers for children victims of violence (Bulgaria); the 2018 An evaluation of advocacy as a strategy in the UNICEF Thailand Country Programme 2012-2016 report; and the 2016 End-Project Evaluation of the Youth Leadership, Empowerment, Advocacy and Development in Sudan.

⁶⁵ Research reports have been produced from Madagascar CO (2021); Nicaragua CO (2020A, 2020B); Pakistan CO (2020); Bangladesh CO (2020, 2018); Tajikistan CO (2019); Uganda CO (2017).

⁶⁶ MOPAN (2021). "United Nations Children's Fund (UNICEF). 2021 Assessment Cycle".

⁶⁷ JIU (2018). Strengthening Policy Research Uptake in the Context of the 2030 Agenda for Sustainable Development report.

⁶⁸ See the 2018 report "An evaluation of advocacy as a strategy in the UNICEF Thailand Country Programme 2012-2016" or the 2015 report "Evaluation of UNICEF's Peacebuilding, Education and Advocacy Programme (PBEA)", as references.

clear vision and accountabilities, making it more challenging to evaluate in these complex contexts.

Looking at the recent work conducted in the wider evaluation profession, the most recent and thoughtful summaries confirm that evaluating advocacy work is a complex task.⁶⁹ The non-linear and unpredictable course of most advocacy efforts make assessing their evaluability, readiness for a comprehensive evaluation, or defining the scope of their contribution to results a significant challenge. Additionally, the diversity of contexts in which UNICEF works across different programmes with their tailored advocacy campaign, the diverse portfolio of advocacy strategies and tools, and the multiplicity and diversity of partners and opponents among other factors complicate the desire to locate generalizable lessons.

Outside the boundaries of the SP, recent case studies of successful CO-based advocacy have been made to collect context-based descriptive evidence. These present a ready-made pool of memoir and documentation that can be easily accessed and included in this exercise's information base and review of existing evidence.

UNICEF and United Nations guidance has helpfully but incompletely addressed these challenges in assessing advocacy. The 2010 "UNICEF Monitoring and Evaluating Advocacy, Companion to the Advocacy Toolkit" presents a list of key considerations when planning an advocacy evaluation and monitoring plan.⁷⁰ These include (i) advocacy timeframes are unpredictable and commonly follow a long-term process; (ii) advocacy strategies and milestones could evolve and shift, rather quickly; (iii) the evaluation purpose should be contribution, rather than attribution; (iv) the assessment of progress (not just results) is critical, given the complex and competing external factors at play; and (v) context must always be considered when choosing and evaluating advocacy strategies.⁷¹ This toolkit has helped UNICEF offices, but is now due for a refreshing in light of new work and adjusted UNICEF advocacy goals and strategies, based also on the results of this evaluative exercise.

4. Purpose, Objectives and Scope of Work

There are two complementary **purposes** that animate this formative, forward-looking, exercise.

1. Increasing the success of advocacy efforts by identifying early adjustments to the Advocacy approaches employed (proactive): The central purpose is to proactively clarify Advocacy approaches to support the SP and identify early adjustments that can be made in the present Advocacy structure, supporting elements, and plans that could increase the success of UNICEF's advocacy efforts, and the resulting benefits to children, their families, and communities worldwide.

2. Preparing a future summative evaluation (forward-looking): The supporting purpose is to improve the Theory of Change (as well as the Practices of Change) that the Advocacy strategy is based on and identify the factors that will allow for a meaningful evaluation of the contribution of UNICEF advocacy work to the overall SP success, and the provision of timely and comprehensive information needed from the start to end of advocacy campaigns and other efforts.

⁶⁹ For further discussion see Teles, S., & Schmitt, M. (2011). *The Elusive Craft of Evaluating Advocacy*. Stanford Social Innovation Review, 9(3), 40-43; Innovation Network Inc. (2009). *Pathfinder: A Practical Guide to Advocacy Evaluation*; Coe, J., & Schlangen, R. (2019). *No Royal Road: Finding and following the natural pathways in advocacy evaluation*. Center for Evaluation Innovation.

⁷⁰ See [https://www.betterevaluation.org/sites/default/files/Advocacy_Toolkit_Companion%20\(1\).pdf](https://www.betterevaluation.org/sites/default/files/Advocacy_Toolkit_Companion%20(1).pdf)

⁷¹ Granted these considerations, the UNICEF M&E Advocacy companion toolkit suggests a set of five questions when planning monitoring advocacy work: (i) Who are the monitoring and evaluation users? (ii) How will monitoring and evaluation be used? (iii) What evaluation design should be used? (iv). What should be measured? (v) What data collection tools should be used? These are key questions that an advocacy evaluability assessment should explore and ensure that organization have clear responses to or have plans in place to answer them, prior to undertaking a full evaluation.

The central purpose is more immediate and involves a larger percent of the UNICEF assets devoted to creating an enabling environment conducive for the overall success of Advocacy work. UNICEF evaluability and early formative exercises operate on the principle that weaknesses identified *ex-ante* are to be communicated to management for action. The supporting purpose will be critical to ensure the proper implementation of a later evaluation that will reveal if these adjustments helped to improve outcomes and impact.

The more specific set of **objectives** are the following:

- A. Clarity and Best Practice. To assess the clarity and depth of UNICEF's understanding of what Advocacy is and what Advocacy work entails. This understanding is to be contrasted with existing evidence on current definitions, as well as best practices and theoretical frameworks on Advocacy. Emphasis should be given to differentiating Advocacy roles from those of Communication. Recommendations will guide UNICEF to align with best practice in the sector.
- B. Coherence. To determine if UNICEF's key internal stakeholders and UNICEF's partners have a shared understanding of what Advocacy attempts to accomplish, and how it is achieved. Recommendations will advise on aligning thinking across all stakeholders and partners.
- C. Relevance. To assess the importance of prioritization within advocacy, with a view to capture the progress in the implementation of the Global Advocacy Priorities (GAPs) and other areas, in development and humanitarian settings. Recommendations will help strengthen advocacy prioritization.
- D. Theories of Change. For a set of selected case studies, the objective is to review and/or help develop ToCs for UNICEF's advocacy work in the GAPs and other fields. An overall ToC or framework independent of any specific subject matter, is also necessary to provide guidance on creating advocacy strategies in many different circumstances. This framework should provide a logical way of thinking about the various strategies and tactics, stakeholders, intermediate and final results, and starting points. Recommendations will help the advocacy work to increase its efficiency in targeting, techniques, and reviews and evaluations.
- E. Resourcing and Coordination. Based on recent UNICEF and comparative experience, the objective is to estimate if the resources (human and financial) invested (or expected to be invested) in the advocacy efforts offer good prospects for success. This includes intellectual assets, funding and staffing, and UNICEF's 'social capital' to bring change. Recommendations will advise on achieving a balance between expectations and capacities at different levels of HQ, RO, CO, as well as NatComs.
- F. Adequacy of M&E systems. Assessing the quality and coherence of the advocacy monitoring planning and data collection systems, examining (a) the availability and quality of the SMART indicators; (b) adequacy of baseline data; (c) adequacy of data collection systems in terms of frequency, disaggregation (i.e. gender, disability, with equity and human rights considerations), timeliness, and quality; (d) planning for complementary studies, research, and other evaluations; and (e) likely satisfaction by data users from the operational teams to the social accountability to affected populations to the highest strategic levels. Recommendations will be technical advice on indicators, means of verification, and stakeholder use.
- G. Baselining and Recommendations. To summarize the strengths and weaknesses of UNICEF's readiness to engage in advocacy work at different levels and at different scales. If possible, to provide metrics by which changes can be measured. Recommendations will address actions to be taken over the next two years that will improve understanding, coherence, conceptualizing, resourcing, coordination, and evidence-based approaches.

There are three sets of **primarily, internal, users** (duty-bearers) of this exercise:

- **Set 1:** The core team(s) in the Division of Global Communication and Advocacy (GCA) and Programme Group (PG) that guide organization-wide advocacy activities and directly co-lead the four global priority efforts, as well as the Office of Emergency Programmes (EMOPS) on advocacy in humanitarian action. This core team includes their closely affiliated partners in related divisions that lead on fundraising, programming, and planning & monitoring.
- **Set 2:** UNICEF offices at the regional, national, and sub-national level. These are not simply dependencies of the global effort but have unique nationally and regionally generated priorities that must be supported through the Strategy.
- **Set 3:** UNICEF National Committees (NatComs). These bodies are chartered by UNICEF to operate in non-programme OECD countries. They have fundraising, development education, and Advocacy goals. While they have functional autonomy in many areas, they are also closely linked in Advocacy planning and execution, and in monitoring and reviews. There may be small differences to account for, but this evaluation considers the NatComs to be internal partners and will engage with them in the same way as the Advocacy staff and UNICEF offices.

Secondary users range widely. Some will in fact be consulted during and after the exercise as partners in creating and implementing the campaigns. Others are the intended recipients of the messaging (rights-holders). Listing them in terms of 'closeness' to UNICEF and thus the degree to which the evaluation findings will have relevance for them, the indirect beneficiaries include:

- United Nations agencies that are closely involved in the issues being advocated (for example, WHO on vaccines and mental health, UNESCO on Education, UNEP on climate change); and
- The full range of government, civil society organisations and private sector partners supporting advocacy efforts, as well as those that are the targets of those efforts.

The scope of this evaluation includes multiple organizational levels and themes while focusing on the implementation of the 2022-2025 SP. In particular, the scope will cover the following aspects:

Organizational levels. Advocacy priorities originating at each level will be examined, to make sure that the exercise does not imply that only the global priorities deserve the deepest attention. However, the GAPs will get the most attention. A necessary focus will be how levels collaborate to achieve a whole-of-UNICEF effect.

Case studies and thematic focus. Up to six case studies will be examined, to be determined in the inception phase. For the purposes of planning work effort and assessing applicants' capacities, six accompanying summaries will be produced with in-depth analyses. These will include each of the four GAPs, and one each from advocacy priority unrelated to the GAPs, but critical to regional and country level stakeholders, including humanitarian action.

Organizational capacities. The evaluation is asked to consider the full range of necessary capacities that go into advocacy success. These capacities include the following:

- Conceptualization: Understanding the issues; creation of theories of change that convert the understanding into an advocacy approach.
- Enabling environment: Arranging the partnerships, access to skills, funding and internal coordination [among other factors] that gives the operational efforts the maximum possibility to succeed.
- Implementation: Mobilizing UNICEF units and partners into action; executing the advocacy plans with skill; making timely and well-considered tactical and strategic adjustments.
- Evidence generation and use: Defining the indicators and means of verification to be employed as campaigns unfold; balancing the research, monitoring, and evaluation modes in an overall approach.

Advocacy, communications, and normative work. Having become a distinct unit within the GCA Division, the question is how Advocacy relates to Communications. For the purposes of this evaluation, it is understood that Communications is the means through which UNICEF disseminates messages based on moral claims of a shared humanity as embodied in the CRC and other normative documents. Advocacy is the process of obtaining concrete commitments to those normative goals through Constitutions, law, policies, etc. It is the 'How' in support of the 'What'. How Communications and Advocacy connect and coordinate in support of Advocacy goals will be within the scope of the evaluation. Communications work unrelated to Advocacy efforts will not be within the scope.

Development and humanitarian contexts. Advocacy goals exist for all host settings. The exercise will need to be attentive to the readiness to work across the span from very high-income settings (e.g., the site of NatComs) to the poorest nations. It is expected that advocacy efforts will be tailored to the different policy and operational environments. The adaptation or differentiation of the advocacy activities to humanitarian contexts will be a special concern. If there is a true humanitarian only Advocacy issue, it can become a case study. More certainly there will be interest in examining how UNICEF-wide advocacy priorities are pursued within the distinctive conditions of emergency settings.

Time period. The focus is on the 2022-2025 SP and beyond. The experience before 2022 may be examined where relevant to understanding the present state of UNICEF and partner's readiness.

RBM level. Following the purpose of identifying adjustments that can be made in the short-term to help increase the likelihood of success. This exercise will give central focus to Output-level UNICEF advocacy efforts. These are the elements under UNICEF direct operational control and whose success is fully in its hands. Outcome and impact-level indicators will be reviewed to assess intelligent projections and operationalization well beyond the span of control of UNICEF. Even further, the evaluability interest in a future evaluation means that the M&E systems must be attuned to all levels of measurement from activity up to impact.

It is not in the scope of this early, formative evaluation to assess organizational performance at the outcome level. As noted above, a summative evaluation will be conducted by the end of the SP, and it will apply a more summative, outcome-focused lens in assessing advocacy.

Table 1 below presents the proposed overarching **evaluative questions and sub-questions**. These tentative questions are expected to be refined during the inception phase of the evaluation.

Table 1: Tentative evaluative questions

Evaluative Questions	Evaluative Sub-questions
Q1. To what extent is there clarity and a coherent understanding of what Advocacy is?	<p>Q1.1. How consistent is the understanding of Advocacy seen across the UNICEF's Advocacy staff, internal UNICEF's advocacy stakeholders including the National Committees, and external stakeholders such as UN agencies?</p> <p>Q1.2. How well do these one or multiple understandings of advocacy align with definitions and approaches used by the best current thinking on advocacy M&E?</p>
Q2. To what extent are the existing UNICEF GAPs and broader advocacy objectives specific enough to permit coherent action and flexible enough to allow for context-specific and subject-specific adjustments?	<p>Q2.1 To what extent do the GAPs and other advocacy priority ToCs and plans provide strategic guidance for operationalizing and harmonizing the Advocacy work across UNICEF functions and levels and among global, regional, and national level stakeholders according to the comparative strengths of the partners?</p> <p>Q2.2 To what extent do the GAPs and other advocacy priority ToCs provide sufficient guidance for operationalizing Advocacy work...</p> <ul style="list-style-type: none"> • Across diverse political and economics contexts, (e.g., contexts with strong parliamentary systems; executive-dominant systems; with and without highly involved civic bodies, etc.); • Within humanitarian contexts as well as stable developmental settings; • Where the normative child-rights underpinnings need reinforcement through accompanying Communications work?

	<p>Q2.3 To what extent do the GAPs and other advocacy priority ToCs provide sufficient guidance for contexts where the work must adjust and adapt to:</p> <ul style="list-style-type: none"> • Dynamic changes in economic, social, and political contexts and national priority changes; • Changes in key stakeholders (right holders and duty bearers); • Changes in key strategic partners, particularly those working in direct coordination with UNICEF, such as NatComs, public and private sector, other UN and development agencies, civil society organisations, etc.; • Emergence of new opposition players?
<p>Q3. To what extent are advocacy priorities enabling UNICEF to focus on global development priorities and to the needs of children, families and communities in the real world?</p>	<p>Q3.1 How well do the advocacy priorities [i.e., mental health, climate change, vaccines, education, etc.] meet the needs of the Strategic Plan, the SDGs, the Agenda 2030 and other development goals?</p> <p>Q3.2 To what extent are the advocacy priorities likely to solve concerns among children, families and communities in the real-world?</p>
<p>Q4. To what extent are the human resources for UNICEF Advocacy efforts well-resourced to achieve the SP advocacy ambitions through a whole-of-UNICEF approach and by effective coordination with key stakeholders?</p>	<p>Q4.1 Are Advocacy roles, responsibilities, and accountabilities clearly defined across the senior management/strategic leadership, advocacy and communications, programme, social policy, partnerships and M&E levels?</p> <p>Q4.2 Are the recruitment, skills building, and accountability systems in place to resource UNICEF at all levels with sufficient cadres needed to achieve the evolving Advocacy results?</p> <p>Q4.3 To what extent does UNICEF actively develop the internal and external social, political and technical networks that will scale-up and sustain results over time?</p>
<p>Q5. To what extent are UNICEF Advocacy planning, monitoring and data collection systems adequate for the role assigned to Advocacy by the Strategic Plan?</p>	<p>Q5.1 How advocacy efforts can be planned to achieve the policy or related goals that either resolves the issue directly or indirectly spark the programming that brings about the real-world impacts?</p> <p>Q5.2 How UNICEF and partners can program in order to bring about effective and rights-respecting changes in those domains? (This will include the designation of opportunities or needs for changes that advocacy efforts can help accomplish.)</p> <p>Q5.3 To what extent do the existing UNICEF monitoring and data collection systems allow for and provide clear guidance for the collection of SMART data (Specific, Measurable, Achievable, Relevant and Time-bound) for....</p> <ul style="list-style-type: none"> • Mandatory Advocacy indicators at the impact and interim/process levels; • Indicators beyond the mandatory ones that will be necessitated by flexible or contingent advocacy strategies that emerge from the specific GAP ToCs or from the application of the more general ToC framework, including preparations for commonly underreported activities such as "quiet diplomacy", mobilizing constituencies, leveraging evidence, and feedback to stakeholders; • Each level of the organization? <p>Q5.4 Does the indicator inventory and monitoring approach adequately guide the organization on how to report on relevant Advocacy indicators:</p> <ul style="list-style-type: none"> • Across diverse political and economics contexts, (e.g., contexts with strong parliamentary systems; executive-dominant systems; with and without highly involved civic bodies, etc.); • Within humanitarian contexts as well as stable developmental settings; • In conjunction with non-UNICEF partners; • In support of aligned SP priorities such as gender, disability, climate change, and other cross-cutting areas?
<p>Q6. To what extent are guidelines and systems in place for strategic decision-making around UNICEF Advocacy efforts?</p>	<p>Q6.1 Looking beyond the monitoring data, have UNICEF and its partners identified the summative, analytical, evaluation, and research requirements for the internal and collaborative strategic decision-taking required by the Advocacy strategy?</p> <p>Q6.2 Where can UNICEF locate appropriate Advocacy M&E guidance that can guide its strategic evidence gathering and use across the various contexts and stages of advocacy work?</p> <p>Q6.3 Taking all aspects into account, what is required for UNICEF to be able to conduct a successful summative evaluation of its advocacy work in 2025?</p>

5. Evaluation Approach and Methodology

Global evaluations normally rely heavily on desk reviews and key informant interviews or surveys. This is expected to be true in this case, with a small number of refinements consistent with the topics and the context. A less common approach is also possible and will be decided on in the inception phase. In the meantime, some key **design considerations** for bidders include the following:

Case study-based design. For the larger design, it is judged that the best approach is case studies feeding into organization-wide analysis. This will avoid over-generalizations and will offer the specific insights needed by the UNICEF clients. While the exact number of case studies will be set in the inception phase, planning will proceed in the expectation that six will be conducted. These will include each of the four GAPs, and one each from advocacy priority unrelated to the GAPs but critical to regional and country level stakeholders, including humanitarian action. The value of the case study approach is two-fold:

1. It will generate clear and differentiated analysis of the ToCs and the M&E approaches of the different issues. It is not expected that there will be equally strong thinking and systems across all six issues, with a likely variation between issues of long UNICEF engagement [e.g., vaccines] versus newer engagement [e.g., mental health]. Certain resulting recommendations may well be differentiated in response whereas others will be uniform and thus will be stronger for having appeared in many different settings.
2. It will test the consistency of the enabling environment at all three levels of UNICEF. In particular, it will probe whether regionally and nationally-led advocacy efforts will be as equipped as it is likely to be the case for the GAPs.

The inception phase will determine what topics will be streamed into the case studies and which can be addressed through a more efficient organization-wide vision.

Theory-based work. This exercise will have significant theory-based elements, but not as much as prevails in a summative evaluation. In terms of least to greatest intensity, the work will involve some theorizing around, for instance:

- 1) How the advocacy subjects [mental health, climate change, vaccines, education, etc.] function to cause distress or solve concerns in the real-world;
- 2) How UNICEF and partners can program in order to bring about effective and rights-respecting changes in those domains. This will include the designation of opportunities or needs for changes that advocacy efforts can help accomplish; and
- 3) How advocacy efforts can be organized to achieve the policy or related goals, that either resolves the issue directly or indirectly spark the programming that brings about the real-world impacts.

The evaluation team must be able to understand the ToCs for each of these levels, and to guide discussions with UNICEF sections or offices to help improve their logic and to develop advocacy frameworks to select the best path/paths in different settings.

Of special note is the difference between direct and indirect impacts of the advocacy work. There are instances when advocacy success means the full objective is directly attained—e.g., securing full rights for women or the disabled within the national Constitution. In other instances, the effect is indirect, in which advocacy leads to a policy change that must be followed by derivative financing and programming actions. The ability of UNICEF to understand the full causal sequence and readiness to be present across the full chain of actions is a concern of this formative exercise.

Hypotheticals. Because this work anticipates forthcoming Advocacy efforts, it cannot aim for a retrospective view that generates reasonable estimations of causality for results, as there will not be

results in view. Instead, the work will use hypotheticals: if UNICEF and partners were to act in this way, can they have a reasonable hope of success given their present state of understanding, resourcing, and leverage? It will be important to arrive at an agreed set of hypotheticals, as well as to have an accepted set of readiness measures, as discussed below.

Emphasizing learning and participation within the independent exercise. The evaluation team will retain its full independence to draw conclusions and make recommendations. Within this guarantee, UNICEF perceives the value and opportunity of a highly participatory exercise. Many of the outputs of the work will be tools that UNICEF will employ going forward. These include ToCs, frameworks, indicators and information systems emphases, among others. To the extent that some of these can be developed in a participatory way they will generate greater understanding and ownership, it is desired that the evaluators and GCA, PG, and partners will cooperate on them--e.g., the advocacy ToCs for the GAPs. A workshop format or other interactive means may be helpful in these cases. As noted, the final decision on what to conclude and recommend will rest with the evaluators.

It is expected that bidders will propose multiple data gathering methods to allow for robust triangulation and analysis of data. At a minimum, the following **data gathering methods** are recommended:

Desk review. UNICEF Global Communication and Advocacy (GCA) documents will be reviewed and assessed against external-to-UNICEF literature on good practices, definitions, and theoretical frameworks in advocacy planning, management, and M&E. This documentation includes overarching GAP strategies and frameworks; background papers produced to inform the UNICEF 2022-2025 SP Advocacy mandate, and all monitoring and evidence related guidance starting with the indicators noted earlier. Selected regional- and country-level Advocacy strategic materials will be included, especially in relation to the case studies noted below.

UNICEF will supply all information identified as relevant and can give the evaluation team access to UNICEF's intranet and management information systems for direct examination and searching. Partners cooperating in the exercise will be asked to supply relevant documentation.

Expert inputs. Consultations will be conducted through interviews with a selected sample of key informants, including internal stakeholders across all levels of the organization, and key external partners directly contributing to UNICEF Advocacy efforts. Group methods are encouraged, if useful. The three that are easily available are the following:

- Focus groups discussions among similarly situated respondents.
- Workshops where the object is to build more complex content and group contributions and agreement are important.
- Surveys of staff across and perhaps beyond UNICEF where a necessary density of response is required.

Both factual and perception information will be sought, the latter being especially important around issues of coordination, systems adequacy, and risk mitigation.

Much of the work will use entirely conventional analytic approaches, such as the SMART criteria for assessing indicators, or the RBM logic when distinguishing among impact, outcome, and outputs. These commonplaces are not repeated here. Instead, aspects of weaker definition and therefore of greater uncertainty are noted earlier, with an invitation to applicants to discuss how they would approach them, while considering the **analytical considerations** below.

Readiness analysis. As indicated above, the hypotheticals emphasis means the analytic approach must be whether UNICEF is ready to meet the demands of those scenarios. There are different approaches to

assessing institutional readiness, with the most salient likely to be those around the enabling environment. The applicants will want to show their familiarity with approaches to measure institutional readiness to accomplish the different strands of advocacy efforts, from the M&E to developing ToCs to leveraging partners. UNICEF notes but does not mandate that readiness assessment frameworks it has employed in recent evaluations be repeated⁷², but signals that the themes examined in them are likely to recur in the advocacy evaluation.

Social Network Analysis. Succeeding at advocacy requires mobilizing a broad range of partners and executing a set of strategies through them. The ability to identify and mobilize partners is a critical success factor. UNICEF's institutional partners, the staff members, and its allies have individual contacts that can be drawn into the advocacy network. Therefore, it is hoped that the exercise can test how well UNICEF is able to identify its potential partners using the social network analysis logic. The potential network can then be contrasted with the known and intended network to see where there is additional potential.

There is no specific method deemed most effective. Applicants are welcome to propose a strategy to achieve this goal, or to indicate why they think it is impossible or unhelpful to this exercise. If a strategy is proposed, it should be clear what methods will be employed. UNICEF is receptive to innovation in its evaluation exercises and will be interested in techniques based around documentation parsing, examination of corporate communications, and survey/individual response-based inputs.

Common concerns like time pressure and securing stakeholders' attention are not listed in favour of those issues more particular to this exercise, as noted in the Table 2 on **risk management and possible mitigation measures**.

⁷²This refers to readiness assessments carried out by the EO in 2019 and 2020 for the Climate and Environment team (CERP) in the PG, as well as with PFP and PG on Business for Results (B4R) initiative. The approach used in the ongoing Strategic Plan Evaluability Assessment and Formative Evaluation will also be useful.

Table 2: Risks and mitigation measures

Risk	Risk Mitigation Measure
Lack of reliable or informed sources or key informants given that certain themes are recent priorities.	Augment UNICEF informants with relevant informants in other comparable agencies that engage with the same issues in similar ways.
Multiple baselines, TOCs, and models arising from the need to tailor advocacy efforts to local contexts.	Impose a standard or common frame in certain cases, especially in the GAP efforts to be co-led from and managed by GCA and PG. Select a few representative settings for the regional or country efforts that will occur within the four GAPs. Emphasize flexibility and adaptation in the framework that will emerge, including examining if they are likely to be relevant to other UNICEF settings.
Defining the boundary of the exercise, especially at the frontier where UNICEF and the National Committees may need to cooperate but may have different M&E systems, etc.	Remain alert to these potential differences and indicate in the findings where there might need to be adaptations or harmonization efforts to ensure all information is collected and shared.
Potential to overlook the normative element in Advocacy. This can arise because Communications is now a separate unit, and because the Advocacy definition emphasizes evidence and not the normative base.	Make the normative element a specific line of enquiry and be ready to underscore its role in advocacy work even if under-evidenced if that is seen to be necessary.
Projecting advocacy work into emergency settings where that has not been a priority.	Ask for cooperating teams in 1-3 emergency settings to develop mock advocacy approaches as a model to test the TOCs and readiness. More generally, accept a higher level of uncertainty about how the results will apply to emergencies.

The selected applicant will be expected to follow UNICEF standards on **evaluation ethics and quality**, UNEG Ethical Guidelines and Code of Conduct, as well as with UNEG Guidance on Human Rights, Inclusion and Gender Equality in Evaluation. The process will include the following mechanisms:

- Respecting gender and human rights principles throughout the evaluation process, including: the protection of confidentiality; the protection of rights; the protection of dignity and welfare of people; and ensuring informed consent.
- Data validation will take place at all levels with participants' consent.
- Maximizing the degree of participation of stakeholders in the Evaluation itself wherever feasible and a commitment to using participatory approaches in field studies.
- Examining the potential to disaggregate data by gender, disability, equity, and human rights-relevant factors, where that will be important to advocacy success.
- Ensuring that outputs use disability-inclusive, gender-sensitive and human-rights language.
- Ensuring privacy protocols and compliance with all legal data management rules and considerations.
- Applying the principle of 'do no harm' into practice during the duration of the exercise.

The selected applicant will have access to important internal data and perspectives. These must be held with utmost **confidentiality**. Likewise, the willingness of internal and external stakeholders to speak to these issues in a critical way will depend on the provision of absolute confidentiality. The selected applicant needs to sign the non-disclosure agreement (NDA), abide by UNICEF's and their own security protocols, and ensure that sensitive data is protected.

6. Timeframe and Key Deliverables

The evaluation has a timeline of 7 months from November 2022 to May 2023. Adequate effort should be allocated by the evaluation team to ensure timely submission of all the deliverables. The proposed organisation of the evaluation phases is as follows:

Inception phase: November-December 2022

During this phase, the evaluation team is expected to gather a deep understanding of the proposed documentation, assessing possible information gaps, refining the scope, methods, and key stakeholders. The main deliverable for this phase will be the inception report, presenting a detailed description of the final scope; revised methodological approach, including any data collection and analytical instruments (also piloted during this phase); preliminary evidence from initial desk review and key informant consultations; as well as the structure of the final report and an updated timeline for deliverables. It is expected that a short meeting will be planned with the Reference Group, for presentation of the inception report plan and discussion. During this phase, a decision will be made on which case study reports will be relevant and feasible for this exercise, and whether the social network analysis approach is feasible and helpful.

Data collection and analysis phase: January 2023-March 2023

Additional documentation, secondary and primary data will be collected using instruments previously piloted during the inception phase. The main deliverable for this phase is data analysis, including primary data, stored in a secure repository, cleaned and processed to ensure anonymity of key informants. A presentation with emerging findings is also expected during this phase. Meetings with the Reference Group and possibly relevant managers from participating levels will be scheduled.

Report drafting and dissemination phase: April-May 2023

The main deliverables for this phase are the preliminary draft of the final report and the final report. The case studies will exist as chapters in the report, but with the ability to be used as stand-alone documents within those topical communities. In addition, it is expected that main findings, conclusions, recommendations, and lessons learned will be presented to the Reference Group and other relevant stakeholders, with a stand-alone Evaluation Brief and Power-Point to be delivered.

Other interim products are:

- Minutes of key meetings with the Reference Group;
- Monthly progress reports;
- Copy of the anonymized data collected during the evaluation; and
- Presentation materials for the meetings with the Reference Group. They may include Power-Point summaries of work progress and conclusions to that point.

7. Management and Governance Arrangements

Supervisor/Approving authority: An Evaluation Manager in the Institutional Effectiveness portfolio in UNICEF Evaluation Office will manage and supervise the exercise. S/He may delegate oversight duties to other persons for portions of the work but will retain overall approving authority.

The normal UNICEF Evaluation Office quality control protocols and processes will be in place to ensure close management through all the stages of this exercise.

Reference Group (RG): A Reference Group (RG) will be created to support the consultants and the supervisor. The roles of the RG will be:

- Offer insights on issues under discussion, especially in the inception phase where the methods, design and data to be sought are to be determined.
- Review all deliverables produced, including the inception, emerging evidence summary presentations, and final report.
- Participate in workshop-style meetings for presentation and discussion of emerging findings, for validation and further comments.

8. Evaluation Team: Qualifications and Experience Required

The team conducting this evaluation is expected to include two team members, one *team leader* and one *team member* with advocacy evaluation experience. Thematic expertise in any of the GAPs areas and familiarity with the optional or innovative elements will represent strong advantages.

UNICEF estimates that this assignment requires a minimum of two persons (full-time) on the evaluation team. A maximum of three (on a part-time basis) may be proposed by institutional applicants.

7.10.1.1 **Team Leader: Senior Evaluation Specialist**

7.10.1.1.1 Expected responsibilities:

- Direct all parts of the evaluability assessment and formative evaluation, being directly accountable to UNICEF.
- Coordinate and supervise the work of the evaluation team in their contributing roles.
- Ensure the quality of the process, outputs, methodology and timely delivery of all products.
- Take direct responsibility for all deliverables being of satisfactory quality.
- Ensure that the deliverables emerge in a timely fashion, following a high quality in-depth analytic process, as well as ongoing consultation with the UNICEF Evaluation Manager and the Reference Group.

7.10.1.1.2 Key qualifications:

- At least ten years of professional experience in evaluations, research, and evaluability assessments or other formative exercises, with evidence of understanding global standards, theories, models and methods related to organizational/institutional effectiveness issues.
- Minimum first advanced degree [Master's Level] in a relevant field across the social sciences, with an advantage for degrees or major emphases in evaluation or related evidence fields.
- Direct expertise on advocacy evaluations or advocacy evaluability or formative exercises.
- Familiarity with thematic areas included in the Global Advocacy Priorities represents a strong advantage.
- Proven experience in leading exercises similar in scope to the present task.
- Demonstrated ability to supervise an evaluation team at the talent and experience level required.
- Excellent written and oral communication skills in English.

7.10.1.2 **Team Member(s): Evaluation Specialist (minimum 1, maximum 2)**

Expected responsibilities:

- The Team Member / Evaluation Specialist will support the Team Leader / Senior Evaluation Specialist, providing substantive feedback, based on experience and skills that complement the team leader's, particularly on thematic areas.

7.10.1.2.1 Key qualifications:

- A work history in the fields of advocacy, with work conducted in UN or international development environments is a major advantage. A work history in Communications as it relates to advocacy is an advantage.
- More than five years of professional experience in evaluations, research, analysis of organizational/institutional effectiveness issues is a strong advantage. Prior experience on advocacy evaluations is likewise a major advantage.
- Experience participating as a mid-level or senior team member in an institutional effectiveness evaluation, preferably within the UN system.

- Ability to support with documentation review and data gathering, including the management of interviews/consultations with key informants.
- Ability to lead on one or more elements of the work as a complement to the strengths of the team leader.

7.10.1.3 **Combined team strengths**

One or multiple of the team members must be able to take the lead in the following:

- Ability to analyse M&E systems in terms of indicators and systems SMARTness.
- Ability to lead participatory methods with stakeholders.
- Ability to construct and review ToCs to a suitable level of complexity.
- Clear understanding of UNICEF's institutional structure as a decentralized organization, and the ability to analyze how global initiatives can be implemented through this decentralized structure.
- Familiarity with at least two of the thematic areas included in the GAPs.