

Developmental evaluation of UNICEF's new internal communication and staff engagement collaboration structure (2022-2023)

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List of Acronyms and Figures

Acronyms

DAPM	Division of Analytics, Planning, and Monitoring
DE	Developmental Evaluation
DHR	Department of Human Resources
GCA	Division of Global Communication and Advocacy
HQ	Headquarters
ICSE	Internal Communications and Staff Engagement
ICT	Information, Communication, Technology
ITF	Independent Task Force
OED	Office of the Executive Director
PBR	Programme Budget Review
PFP	Private Fundraising and Partnerships
PG	Programme Group
SOP	Standard Operating Procedures
SP	Strategic Plan
SSAs	Special Services Agreements
WCARO	West and Central Africa Regional Office

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Figure 1: UNICEF Strategic Plan 2022-2025

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Table 1. ISCE Developmental Evaluation Learning Framework

Table 2. Differences between Traditional Evaluation and Developmental Evaluation

Table 3. ICSE Developmental Evaluation Primary Users and Uses

1. Introduction

In the UNICEF Strategic Plan (SP) for 2022-2025¹, UNICEF recognizes Internal Communication and Staff Engagement (ICSE) as a vital organizational enabler in executing its SP and achieving the organizational goals and targets laid out in it. This represents a strategic shift in the relevance and criticality of UNICEF's ICSE function, with a new, globally networked, organization-wide ICSE collaboration structure piloted from September 2022 to December 2023 to deliver on the SP.

In operationalizing this new SP enabler, UNICEF seeks to conduct a dynamic, learning-oriented, developmental evaluation (DE). The evaluation is conducted between January 2023 and December 2023, covering the pilot phase of the new ICSE networked collaboration structure to deliver on the SP.

This design is a flexible and living document that captures the current thinking and plans for the ICSE DE 2023. Its purpose is to create an anchor amidst the emergent and rapidly changing nature of the pilot project and its evaluative opportunities and needs. This document will serve as a common reference for the embedded evaluator, evaluation management team, and advisory group. Specifically, it will help guide day-to-day decisions on resource allocation and priorities of the evaluation. The following section lays out further background and context for the DE, followed by a section with the purpose, scope, objectives and learning framework, a large approach section covering the various approach and methods for the data collection and sense-making, and finally the exercise work plan.

The nature of the ICSE pilot activity is very emergent and, as such, the accompanying DE is expected to adapt and become more detailed in its work plan as time progresses. To this end, this document will be updated at regular intervals, and will show the changes made to the evaluation design, while providing reasoning and rationale for anticipated adjustments.

¹ UNICEF. (2021). *UNICEF Strategic Plan 2022-2025*.

2. Background and Context

2.1. Background

2.1.1. Rationale for a Developmental Evaluation

In 2019 an Independent Task Force (ITF) report, Workplace Gender Discrimination, Sexual Harassment, Harassment and Abuse of Authority², made a strong case for the critical role of internal communication and staff engagement (ICSE) in moving UNICEF toward greater values alignment and strengthening its ability to deliver on its mission. Specifically, it counseled ICSE to shift away from being top-down, one-way and risk-averse and instead step into something that nurtures healthy organizational culture, innovation, connection. It was also noted that UNICEF staff would benefit from shorter, sharper communications and more visual or multi-media content due to the large volumes of information being disseminated.

In response, UNICEF is engaged in a change management process on internal communication that seeks to strengthen UNICEF’s internal communication so that it can support change management and knowledge sharing and ultimately increase staff satisfaction and motivation. Since the ITF report, the ICSE function has been named as a strategic enabler to the Strategic Plan 2022-2025 and is undergoing significant change (see context below).

The recent Evaluability Assessment and Formative Evaluation of UNICEF Positioning to Achieve the Goals of the Strategic Plan 2022-2025³ noted that the efforts to improve ICSE as part of the new Strategic Plan are ongoing, and UNICEF has been working to build a bottom-up, consultative approach to internal communications in line with the 2020-2030 strategy⁴. Yet, these efforts are largely in their infancy and need to progress quickly in order to deliver on the Strategic Plan. Specifically, the approach, positioning, resources, and technical capacities of ICSE were all assessed to be:

2. Insufficient, but nascent: the element presents initial but insufficient evidence that shows readiness for supporting the SP. It demonstrates a contribution to outputs but not yet outcomes.

² Independent Task Force. (2019). *Report of the Independent Task Force on Workplace Gender Discrimination, Sexual Harassment, Harassment and Abuse of Authority*.

³ UNICEF. (2022). *Evaluability assessment and formative evaluation of the UNICEF positioning to achieve the UNICEF Strategic Plan, 2022–2025*.

⁴ UNICEF Global ICSE Section. (2020). *Realizing UNICEF’s Potential: Enabling UNICEF’s workforce to accelerate results for every child, ICSE strategy 2020-2030, Draft*.

Only the partnerships portion of ICSE was rated as “3. Sufficient/good enough”—this is in recognition of the proposed collaboration structure (see context below) that has been approved by the Programme Budget Review (PBR) for piloting this year.

Considering the pilot takes places throughout this year, the DE is of critical and timely importance in supporting the development of this crucial enabling function within the organization. Specifically, UNICEF needs a DE consultant to partially embed with the team as they pilot new ICSE approaches in preparation for a full rollout of strategic shifts in this area, including but not limited to collaboration structures.

2.1.2. ICSE is developing

Since the ITF report in 2019 there has been significant changes made to ICSE within UNICEF, which make it ready to take advantage of a DE as it lives into these changes. Specifically, it has:

1. articulated a vision and strategy for the function
2. adjusted leadership and team roles
3. spearheaded a collaborative approach, approved by the PBR
4. been named as a strategic enabler within the 2022–2025 Strategic Plan

When taken together, these shifts and positioning point to a moment of ongoing development and a time of rapid change and learning. ICSE has not yet arrived on firm footing, and is in fact still developing itself within the UNICEF system (see DE purpose below).

Vision and strategy

The global ICSE function is honing its vision statement, evolving it in the past two years:

Internal communication is UNICEF's connective tissue; it enables a more agile and dynamic Organization that galvanizes a truly global workforce; it continuously sparks synergies by tapping into the intelligence and passion of every person in UNICEF.⁵

AND

ICSE is to engage and connect the intrinsic passion, commitment and talents of UNICEF personnel in a collaborative effort to better deliver on UNICEF's mandate: realizing the rights of every child.⁶

⁵ UNICEF. (2021). *2022-2025 Strategic Plan Enabler—Internal Communication and Staff Engagement*.

⁶ UNICEF. (2020). *Realizing UNICEF's Potential: Enabling UNICEF's workforce to accelerate results for every child—UNICEF Global Internal Communication and Staff Engagement strategy 2020-2030, DRAFT*.

Further, it has drafted a 10-year strategy (its first formal strategy since formation in 2009) which identifies three specific goal areas. These goal areas form the core of the current work plan and resource allocation for the team.

These goals are⁷:

1. **Improvement of Values-Based Behaviors** - increase staff awareness and practice of UNICEF's Core Values to help ensure all behaviors of staff are fully aligned with them;
2. **Acceleration of Organizational Results** - increase staff awareness and engagement on how to accelerate the achievement of UNICEF's global targets in all SP Goal Areas;
3. **Synergized Digital IC Ecosystem** - improve ICSE, engagement, and collaboration among all staff globally through user-friendly and integrated digital ICSE sites, channels and tools.

New leadership and team roles

The current Chief of ICSE was brought on in August 2019 specifically to lead the desired changes. Since that time, in 2020 a new P4 Manager role was created while the Job Descriptions for the existing P3 and P2 were re-written to better suit the unique skills required in the team. The existing G5 post was also upgraded to a G7 post and two Special Services Agreements (SSAs) have been supporting the section's work for the majority of the time, although one has recently been discontinued due to funding constraints. They are also hiring for a new P4 Planning, Monitoring, and Evaluation post to support the team. Additionally, collaboration with the 4-person Internal Communication team in the Private Fundraising and Partnerships Division (PFP) has expanded the core global ICSE team from seven persons to a total of eleven. Though not all are full-time, this now comprises the number of staff meeting weekly to work on the three goal areas.

Collaborative approach approved by the Programme Budget Review (PBR)⁸

Through an extensive consultative process with HQ Divisions and Regional Offices, a networked, matrix management, collaboration structure—rather than a “centralized” approach—was overwhelmingly requested. As a result, a collaborative structure intended to leverage relevant functional networks in all offices around the world and existing communication posts and capacities has been approved through the Programme Budget Review process. As of April 2022, the proposed, and now approved, structure includes several levels of collaboration. This includes leveraging functional networks in Offices around the world across ICSE's three goal areas, with team members in a matrix management structure that outlines advisory and collaborative roles, along with positions accountable to divisional and global

⁷ UNICEF. (n.d.). *Establishing a Globally Networked, Organization-Wide, Internal Communication & Staff Engagement Collaboration Structure*.

⁸ UNICEF. (n.d.). *Establishing a Globally Networked, Organization-Wide, Internal Communication & Staff Engagement Collaboration Structure*.

internal communications deliverables. This collaboration structure is currently in its pilot phase through December 2023 (see visual diagrams of this structure included in Annex D).

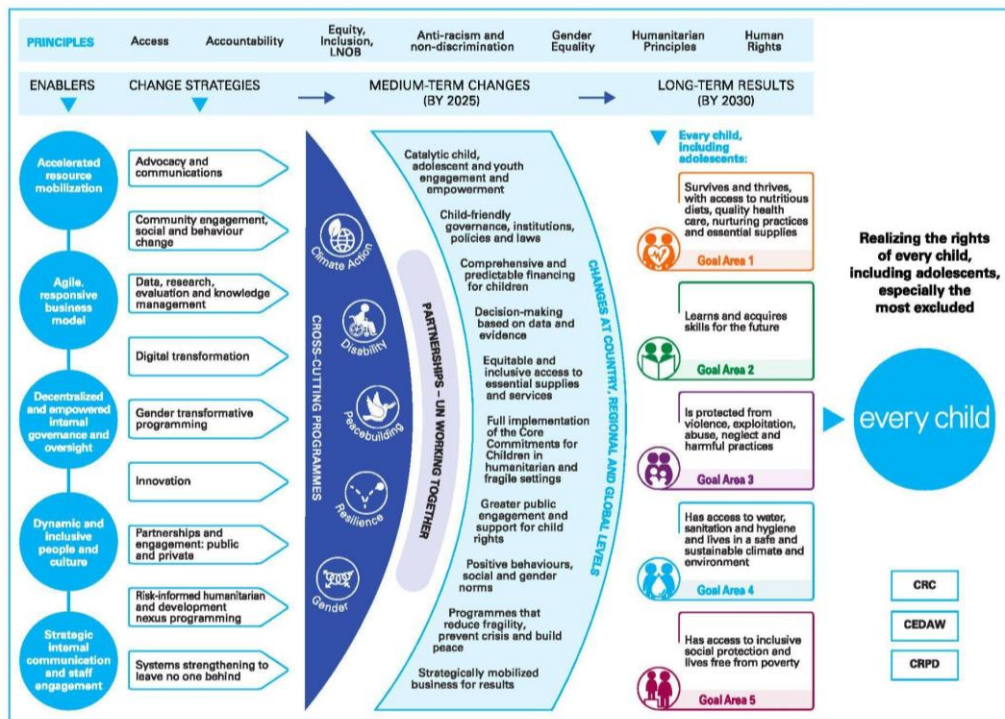
Named as an enabler to the Strategic Plan 2022-2025

The inclusion of ICSE in the Strategic Plan represents a remarkable shift in UNICEF to raise the relevance and criticality of the ICSE function to allow for greater awareness, transparency, collaboration and connectivity across the organization.

Within the UNICEF Strategic Plan 2022-2025, internal communications is identified as a strategic enabler and described as such:

Strategic internal, two-way communication with and for staff will enable UNICEF to foster inclusive, transparent, constructive and authentic exchanges between staff at all levels of the organization, for enhanced awareness, agile collaboration and connectedness – advancing programmatic priorities and co-creating a values-based organizational culture. UNICEF will build staff capacities and create a user-friendly, accessible and relevant digital enabling environment, with multiple real-time communication channels, high-quality virtual meetings and events, and analytics.⁹

Figure 1: UNICEF Strategic Plan 2022-2025



⁹ UNICEF. (2021). *UNICEF Strategic Plan, 2022-2025*, p.20.

Along with a place on the Strategic Plan comes key indicators, to which ICSE is now accountable¹⁰:

1. *Percentage of UNICEF staff who report that they can engage in conversations and contribute to decisions that affect their work.*
2. *Percentage of offices that roll out initiatives and campaigns to further align employee behaviors with UNICEF's Core Values.*
3. *Percentage of staff who report an improved user experience with UNICEF internal digital communications systems and tools.*

2.2. Context

2.2.1. Environment for ICSE

There are several features of the current landscape within UNICEF that are relevant to the ICSE function and its current development process¹¹.

- The ICSE team currently sits within the Division of Global Communication and Advocacy (GCA), although its function is fundamentally different than that of GCA. Much of the GCA is externally focused regarding communications and advocacy outside of the organization whereas the ICSE is concerned with communications and engagement internal to UNICEF. The business case for ICSE, written by Deloitte (2019)¹², suggested ICSE would appropriately sit within the Office of the Executive Director (OED). In many corporate settings ICSE is a distinct function of the Department of Human Resources (DHR). Others have suggested it may operate best as an independent function in order to fully realize its purpose of two-way communication rather than just a mouthpiece of existing hierarchy. In short, the position of ICSE within UNICEF remains an open question.
- The ICSE team **runs the global channels**—ICON homepage, U-message, podcast, and townhalls. These are monitored for total views, unique views, unique commenters (engagement), downloads and link clicks, bounce rate and average time spent. Having editorial and executional decision-making over the global internal communication channels is a form of significant organizational power; many actors and offices vie to have content published and spotlighted at the global level. Wielding this power, in lifting up some stories and turning others down, can be perceived as political and as such requires both diplomacy and delicacy.

¹⁰ UNICEF. (n.d.). *2022-2025 Strategic Plan Enabler—Internal Communication and Staff Engagement*.

¹¹ This context is curated from three days of intensive in-person meetings during the data collection of site visit #1, January 24-26, 2023.

¹² Deloitte. (2019). *Business Case Internal Communications: Driving Staff Engagement with Innovative Digital Solutions*.

- The **vast majority of internal communications** within the organization occur outside of the global channels via regional and country-level SharePoint sites, newsletters, Yammer, intranet sites, email, meetings, etc.—all of which proliferate and **are used outside the purview or influence of this team**. At the regional and country office levels **there are no internal communications posts in organization charts**, although a P3 Internal Communication position was recently created in West and Central Africa Regional Office (WCARO), the first time an internal communication position was created at the RO or CO level.
- During the process undertaken to arrive at a proposed (and ultimately approved) collaboration structure, 32 different offices and divisions were consulted with only two HQ offices not endorsing the matrix management proposal. There is **widespread support and buy-in for a collaborative approach to ICSE**.
- Another **substantive change initiative underway** is the shift in DHR **from a transactional human resources model to a people-centered model that enhances people experience**.

2.2.2. Notable progress so far¹³

This is not intended as a comprehensive list of successes relevant to developing and shifting the ICSE function between 2019 and 2022, but they are notable and provide a firm base and momentum from which to build.

Goal area #1—values-based behavior

Toward this goal, ICSE:

- Funded a consultant to establish a wiki of “spectrums of behaviors” as a tool for the organization, which was agreed to be co-led by DHR and the Office of Culture and Diversity going forward. Using this tool, ICSE oriented HR staff from all 7 regions as well as HQ on values-based behavior in September 2022. This is beginning to spur new ways of working and there is a goal that by the end of the year ICSE, DHR and the Office of Culture and Diversity mainstream the tool in their various efforts and initiatives.
- Is producing bi-monthly videos on core values and collaborating with the Culture and Diversity team to implement the Humans of UNICEF initiative.
- Is showing the value of their expertise and building trust by delivering insights and results to other strategic partners, including a successful internal vaccination campaign which brought the number of unregistered staff down from roughly 3,000 to 40.
- Relunched podcasts as a means of internal communications, improved townhall content such that viewership has increased, revitalized storytelling and engagement on Icon, and simplified communication formats with inclusive calls to action.
- Is now working on an internal communications policy to standardize and set protocol, including executive leadership email communication Standard Operating Procedures (SOP).

¹³ These successes have been documented in notes from site visit #1 January 24 – 26, 2023 and individual interviews completed with each of the twelve Global ICSE team members February 21 – 28, 2023.

ICSE Goal #2 - accelerating results

ICSE aims to be a mechanism for enabling an acceleration of organizational results through internal storytelling of how results are or can be accelerated. Toward this goal, ICSE:

- Begun shifting the editorial decisions toward programmatic storytelling that highlights innovations or changes in approach.
- Published one story on child protection in Ethiopia and created a work plan to produce one story per Programme Group per quarter (6 per quarter, 24 a year).
- Become better positioned to leverage key moments and milestones of the organization. For example, the Chief of Internal Communications has been involved in the Global Leadership Meeting preparations and will play both a communications role in its facilitation and has purview to capture and communicate the proceedings and outcomes.

ICSE Goal #3 - Digital ecosystem

Within this goal area, ICSE:

- Has taken on moving toward a more synergized digital internal communication ecosystem.
- Launched a new ICON home page.
- Identified 9 focus areas for synergizing the digital ecosystem, translating this to a prioritized work plan.
- Successfully made a case for the procurement of two additional digital tools: digital communications and digital analytics.

3. Purpose, Objectives, Scope, and Learning Framework

3.1. Purpose and Objectives

ICSE is a newer function to UNICEF, recently formalized with strategy, still without many of the hallmarks of institutionalization and is new to its role as a strategic enabler within the overall strategic plan of the agency. **The purpose of the DE** is to observe and document, as well as *aid* in this process of institutionalization.¹⁴

At this unique moment within the development of ICSE, given the background and context discussed above, **the objectives of this developmental evaluation** are¹⁵:

- Assess the uptake and the implementation process of the new ICSE pilot to identify patterns that positively influence awareness, engagement, and connectedness among staff;
- Identify the barriers and bottlenecks in the implementation of the new ICSE pilot, as well as the enablers and facilitators to achieving the ICSE goals over the coming months;
- Identify good practices and lessons learned that can inform the way forward for a full roll-out, including looking at sustainability beyond the SP in terms of resources;
- Assess the matrix management approach as part of the operationalization of ICSE;
- Review internal ICSE monitoring & evaluation mechanisms and tools to inform their roll-out and scale-up beyond 2023;
- Review ICSE indicators in the Integrated Results and Resources Framework of the UNICEF Strategic Plan, 2022–2025, to see if these are the best indicators of success or progress.

The development evaluation will inform the rollout of the pilot, Mid-term Review (MTR) process of the Strategic Plan 2022-2025, upcoming PBR process, and will provide insights to the senior management about the ICSE function, role, opportunities, and risks. Moreover, the Evaluation Office had a meeting with Global Advocacy and Communications team to update the management on the evaluation, i.e., its purpose, objectives, methodology, preliminary observations, and the next steps. Two more meetings with the management of Global Advocacy and Communications team will be scheduled in the course of the year. The evaluation will also be presented to UNICEF Global management team.

¹⁴ This primary purpose for the DE was co-discovered and agreed upon by key stakeholders during three days of in-person meetings comprising site visit #1 January 24 – 26, 2023.

¹⁵ These objectives are from the ToR in annex D, they remain relevant and useful.

3.2. Scope

In a developmental evaluation the statement of what is being developed becomes the evaluand. It is the focus of the exercise. For this DE the evaluand is:

The positioning and institutionalization of the Internal Communication and Staff Engagement (ICSE) function within UNICEF.

The DE will further be directed by a learning framework (see below), which identifies key lines of inquiry to pursue and about which at the end of the evaluation activity we expect to know more.

The DE will take place during the specific period of time between February - December 2023, which overlaps substantively with the identified pilot period for the ICSE collaboration structure approved by the PBR (September 2022 - December 2023). Although activities to develop ICSE will be ongoing, the evaluation activity will end in December 2023 and make recommendations based on data available and lessons learned at that time.

The evaluator will be partially embedded within the team, sometimes on-site at UNICEF House in New York, and at other times remote. Evaluation activities will cover HQ, regional and country levels of the organization pursuant of data relevant to internal communications and staff engagement. As is customary with developmental evaluations, the evaluator will become a part of the ICSE development process by performing the following roles:

- Asking evaluative questions
- Facilitating learning
- Supporting ongoing decision making, adaptations, and development with real-time data and feedback.
- Mapping, modeling, and making sense of information and situation
- Connecting theory with practice

3.2.1. Departures from the original Terms of Reference

The adopted learning framework differs from that proposed in the exercise’s original Terms of Reference (TOR), presented in Annex E. The TOR included lines of inquiry around the awareness of, engagement with, and connectedness to the internal communications channels. However, the pilot project activities are not yet defined enough to look at these monitoring questions¹⁶. Instead, the

¹⁶ This became evident during the first site visit January 24 – 26, and during this time key stakeholders and evaluation office staff were involved in assessing the fit of “awareness, engagement, and connectedness” for learning, ultimately agreeing that the DE needed to seek more clarity on ICSE role, purpose, and strategy given its starting point.

learning framework focuses on the ICSE’s developing role, purpose, and strategy¹⁷. Thus, the DE will have more emphasis on framework building and definition clarity, making sense of models and positioning, and providing evidence to inform any pivots and shifts necessary. This is still an appropriate use of DE: identifying opportunities, supporting role and purpose definition. Moreover, the objective to review ICSE indicators in the Integrated Results and Resources Framework of the UNICEF Strategic Plan, 2022–2025, to see if these are the best indicators of success or progress has been added to the analysis as a result of the field visit in New York.

Another potential departure from the TOR will be in the ultimate methods selected to attend to this updated framework. The methods proposed *may* still be appropriate (see methods under consideration listed in the approach section below), however the DE is adaptive, so the methods might evolve depending on what emerges over the course of the evaluation.

3.3. Learning Framework

The following learning framework will guide inquiry and activity throughout the evaluation. A learning framework focuses the evaluation by framing the kind of information that is sought via data collection methods. Further, as analysis is conducted on an iterative basis, the embedded evaluator will routinely return to this framework to ask, *What have we now learned about these questions?*, regularly updating the collective understanding on these topics.

This learning framework was developed in collaboration with ICSE leadership and the Evaluation Office during and immediately after the first site visit, January 24 – 26, 2023. It was validated by a subsection of the ICSE global team in a meeting on February 8, 2023. Lastly, it was shared widely during four DE orientation sessions conducted in-person and on-line during the second site visit March 3 – 5, 2023.

Table 1. ISCE Developmental Evaluation Learning Framework

	Overarching questions: How are the three goal areas and SP placement interconnected? What linkages exist? How is it possible to reduce siloes?			
	ICSE as Strategic Enabler	GA 1: values-based behavior	GA 2: accelerated results	GA 3: synergized digital ecosystem
Collaboration Structures and Co-Creation	What collaboration practices and structures are needed for UNICEF to leverage ICSE to its	How does the act of co-creation and collaboration contribute to	How does the act of co-creation and collaboration contribute to	How does the act of co-creation and collaboration contribute to a

¹⁷ The need to focus on role, purpose, and strategy became more evident through individual interviews with each Global ICSE team member in which there remains remarkable diversity of perspective, opinion, knowledge, and valuable insight on these subjects.

	fullest potential as an enabler?	values-based behavior?	accelerated results?	synergized digital ecosystem?
<p>Understanding and awareness of the value and role of ICSE</p>	<p>What do employees understand about ICSE’s role as a strategic enabler?</p> <p>How does employees’ understanding of the role of ICSE shift? Through what processes?</p> <p>IF there is a shared understanding and awareness does it make a difference to the use of ICSE?</p>	<p>What role is ICSE playing in values-based behavior within the organization? Where is ICSE’s greatest value add regarding values-based behavior?</p>	<p>What role is ICSE playing in accelerating results within the organization? Where is ICSE’s greatest value add regarding accelerating results?</p>	<p>What role is ICSE playing in a synergized digital ecosystem within the organization? Where is ICSE’s greatest value add regarding synergized digital ecosystem?</p>
<p>Enabling environment for ICSE (systems, tools, governance, policy, position)</p>	<p>Within UNICEF barriers to the uptake of and use of ICSE by others within UNICEF?</p> <p>What incentives exist to accelerate or decelerate the uptake and use of ICSE by others within UNICEF?</p> <p>What tools or capacity building is needed in order to best make use of the ICSE function within UNICEF?</p>	<p>What are the key components of an enabling environment for ICSE to be used on behalf of contributing to values-based behavior?</p>	<p>What are the key components of an enabling environment for ICSE to be used on behalf of contributing to the acceleration of results?</p>	<p>What are the key components of an enabling environment for ICSE to be used on behalf of contributing to a synergized digital ecosystem?</p>

4. Evaluation Approach and Methodology

4.1. Evaluation approach and methods

Developmental Evaluation (DE) is the use of evaluative thinking, logic, and tools for the purpose of supporting social innovation and adaptive management. It is informed by systems thinking and is sensitive to the emergent and dynamic realities in complex environments¹⁸.

DE differs from other evaluation approaches (see table 1 below) in ways that will benefit the team through the use of evaluative tools and thinking to support the development of an ICSE function at the practical and strategic levels. By taking a DE approach to this evaluation, it is intended to both help accelerate the development of this function within UNICEF by supporting agile and adaptive management, as well as to position it well and make evidence-based recommendations for going forward.

Table 2. Differences between Traditional Evaluation and Developmental Evaluation

Traditional Evaluation	Developmental Evaluation
Outsider positioning	Insider positioning
Detailed formal reporting	Real time documentation
Evaluator controls process	Evaluator responds to lack of control
Both: Methodological competence and commitment to rigor	

The embedded evaluation consultant will conduct a developmental evaluation that is both **utilization-focused** and takes an **intentional learning, feminist, and theory-based** approach. The evaluation will be **adaptive**, highly **participatory**, and oriented toward **systems-thinking**.

The DE will use **mixed method approach**, i.e., both quantitative and qualitative data, to answer DE questions. In answering the questions, the evaluation will use **triangulation**, i.e., draw on different data sources and collection techniques, to produce evidence and test the consistency of information.

The evaluation will integrate **gender, human rights, disability and equity** considerations throughout the process, including but not limiting to key informant interviews, the focus group discussions, and the online survey. A special attention will be given to **accessibility** of tools such as online survey using accessibility feature, making key deliverables accessible for screen reading software, and using accessible meeting platforms such Microsoft Teams and/or Zoom.

¹⁸ Quinn Patton, M. (2011). *Developmental Evaluation: Applying Complexity Concepts to Enhance Innovation and Use*. New York: Guilford Press.

The evaluation will use **benchmarking** process to compare UNICEF’s ICSE function vis-à-vis other UN agencies, children rights-based NGOs, private sector, and best practice in academia. The DE will also adapt **Most Significant Change and/or Outcome Harvesting** methods for the targeted pulse checks. The DE will utilize **case study approach** to uplift *how* and *why* something is happening is useful for both teaching and documenting institutional learning.

Utilization-focused

This means the focus is on achieving intended use by intended users. A “developmental evaluation, conducted from a utilization-focused perspective, facilitates ongoing innovation by helping those engaged in innovation examine the effects of their actions, shape and formulate hypotheses about what will result from their actions, and test their hypotheses about how to foment change in the face of uncertainty in situations characterized by complexity.”¹⁹ Essentially, these intended users will use the evaluation to help them reflect, adapt, and iterate as they develop a way to institutionalize integration.

For this DE the primary users and uses are summarized in Table 2 below.

Table 3. ICSE Developmental Evaluation Primary Users and Uses

Primary Users	Use(s)
ICSE team	Inform policy formation, collaboration strategies, prioritization of work and allocation of resources, positioning for continued optimal institutionalization
Programme Budget Review (PBR)	Future resource allocation decisions
UNICEF Global Management Team	Mid-term review of the Strategic Plan 2022-2025; role in the strategic plan assessed, adjustment of indicators if possible, recommendation for structural placement within the organization may be made
Office of Executive Director (OED)	Best position ICSE capacity to optimally and fully execute its strategic all-of-UNICEF organizational role
Department of Human Resources (DHR)	Best position ICSE to support the implementation of the new HR people strategy and mode; HR People Strategy implementation in concert with ICSE

¹⁹ Quinn Patton, M. (2011). *Developmental Evaluation: Applying Complexity Concepts to Enhance Innovation and Use*, p.14.

Office of Culture and Diversity	Optimally leverage ICSE capacity to drive desired behaviors and support positive culture change
Data Analytics, Planning, and Monitoring (DAPM)	Synergize ICSE with Knowledge Management (KM) strategic direction and structures
Programme Group (PG)	Collaborate with and leverage ICSE for accelerating results
Information, Communication, Technology (ICT)	Increase ease of integration and uptake of new tools and inform shifts to digital ecosystem to better align for purpose

Secondary users of this evaluation include the UNICEF Executive Board, Regional Directors, Regional Management Teams, and Country Offices involved in the pilot roll-out.

Learning Approach

The intentional learning approach includes two key elements—a theory of change and set of learning questions via the framework presented above. This approach provides a consistent framework for articulating and framing the learning emerging from the journey²⁰. The learning focus articulated here also puts bounds on the inquiry and data collection—to be in service to these learning goals.

Theory- based approach

A theory of change is currently under development as part of the core activities of this evaluation. The theory of change will seek to address *how* ICSE enables or accomplishes its identified three goal areas and its potential impact overall within the organization. Once it is drafted, it will immediately be validated and adjusted by the ICSE team, key collaborators, and the advisory group. Once updated, it will then be useful in guiding both data collection efforts and analysis. For example:

- Is this data relevant to a causal pathway identified on the theory of change?
- What do we know or not know about particular links and processes within the theory of change?
- Does this data confirm, deny, or explain a portion of the theory of change?

Feminist approach

A feminist approach recognizes that evaluation is not a neutral tool, but one that needs to be mindful of decentering traditionally privileged voices and bringing forth the diversity of voices in gender minority, marginalized castes, differing abilities, religious and social identities. We will be seeking to lift up, prioritize, and make space for both distinctly female voices and experiences and the intersection of these perspectives with other oppressed or marginalized identities. This approach hints at equity-focused evaluation—holding that the production, consumption and management of evaluative work

²⁰ Harji, K., and Jackson, E. T. (2016). *Developmental Evaluation in Practice: Lessons from evaluating a market-based initiative*. The Rockefeller Foundation: Monitoring and Evaluation Office, p. 6.

should hold at its core a responsibility to advance equity. It also acknowledges the inherent human rights held by every individual regardless of claimed identities and that the act of evaluation shall do nothing to diminish these rights, but in fact needs to contribute to upholding human rights.

Adaptive design

This evaluation design is emergent, gaining distinct clarity looking to an immediate 2-4 months in advance. The framing will remain in place, but specific methods, timing of site visits and deliverables, and allocation of evaluative resources will flex with what is happening on-the-ground. To accommodate for this adaptive approach, this document will be formally updated at least twice more before the end of the evaluation period. Updates will be logged within this document, creating a clear trail of decisions and pivot points.

Systems thinking

“Thinking systemically is about making sense of the world rather than merely describing it. It is fundamentally a sense-making process that organizes the messiness of the real world into concepts and components that allow us to understand things a bit better”²¹. The three aspects that characterize systems are the interrelationships, the perspectives, and the boundaries. It is useful, particularly in complex adaptive systems (such as organizations), to listen for, notice, and pay close attention to these three components. Gaining clarity on any one of these aspects can shift all sorts of thinking, strategy, and make visible what was previously only felt.

Case study approach

As key components of the ICSE pilot make themselves known, using a case study approach to uplift *how* and *why* something is happening is useful for both teaching and documenting institutional learning. Potential case studies will be identified and crafted through information coming from the observation, pulse survey data, and/or interviews.

4.2. Data collection methods

The data collection methods of a developmental evaluation follow from the learning questions the DE is seeking to answer. A range of methods can be deployed to fit and adapt to the changing context that characterizes complex interventions²². Methods of data collection are also part of a larger design that includes ongoing activities as an embedded member of the team, analysis techniques and timely, often participatory deliverables.²³

²¹ Williams, B. and Hummelbrunner, R. (2009). *Systems Concepts in Action: A Practitioner’s Toolkit*. Stanford University Press, p.18.

²² Harji, K., and Jackson, E. T. (2016). *Developmental Evaluation in Practice: Lessons from evaluating a market-based initiative*, p. 5.

²³ *How is developmental evaluation practiced? The short answer is: any way that works. Developmental evaluation is an adaptive, context-specific approach. As such, there is no prescribed methodology. The “right” method is determined by need and context, and may be drawn from any number of disciplines, including organizational*

The following methods are designed to work both, individually to examine specific pieces of what is developing (such as the collaborative structure) and, as a whole, to assess where DE is and where DE might want to go in the development journey. In general, methods which do not burden a system that is already busy and potentially feeling overwhelmed by change are best. Specifically, embedding data collection activities within naturally occurring events and structures creates data and often immediate use as the act of reflecting or documenting something is helpful to change processes in and of itself.

Key Informant Interviews²⁴

Description

Targeted or exploratory semi-structured interviews, no longer than 1 hour in length. Conducted over the phone (zoom, teams) or in-person. Generally used for going in-depth on a subject and as a way to clarify or capture key happenings.

Rationale

A useful method for developing case study detail, deepening understanding of someone’s experience, mining an external person’s expertise, or creating a record of someone’s observed change. Interviews will be necessary for gathering the multiple perspectives of key collaborators and their experience of co-creation with ICSE, as well as gathering people’s understanding of the role and value of ICSE—two key areas of inquiry in the learning framework.

Observation²⁵

Description

DE is practiced in an integrated matter with project teams. Observation happens through regular participation and presence. This includes weekly ICSE team meetings and participation in other key moment meetings, as well as attendance to decision-making groups and/or other relevant team meetings. The evaluator will take notes during or after attendance at relevant meetings and functions. Notes from observation may be included in coding processes, as needed, and used for further reference throughout the project.

development, traditional evaluation, research, and community development to name just a few. Dozois, E., Langlois, M. and Blanchet-Cohen, N. DE 201: A Practitioner’s Guide to Developmental Evaluation, The J. W. McConnell Family Foundation, Montreal. 2010, p. 26.

²⁴ This method has already been deployed via 30-minute interviews with each of the global ICSE team members, inquiring about the planned activities during pilot year, purpose and function of internal communications, and identifying opportunities and changes to become a strategic enabler.

²⁵ This is regularly being deployed via attendance at weekly ICSE team meetings and other key moments, beginning from February 6, 2023.

Rationale

In order to document change over time, regular attendance to team meetings will be useful. Observation through participation also informs the other data collection methods by making key issues visible to the evaluator, indicating where further inquiry would be useful. Observation and presence in key meetings are also a way of documenting the collaborative structure and nuances therein—a key component of the learning framework and pilot.

Ongoing, targeted pulse survey²⁶

Description

A digital survey using Microsoft forms sent bi-weekly to the dozen people comprising the global ICSE team, and bi-monthly to key collaborators. Aiming for 3-7 items in length, requiring no more than 20 minutes of focused reflection from a respondent. The survey will be confidential to the evaluation team, but not anonymous.

The format may vary depending on the priorities of the evaluation at that time. It is likely to deploy 3-2-1 checkout, modified Most Significant Change, and/or Outcomes Harvest Outcome statements to structure the survey/form—depending on what is most useful. The survey will capture mostly qualitative data.

Rationale

It is useful to provide a steady stream of data points from multiple perspectives within the system to the evaluation team. Additionally, it builds the learning and strategic capacity of the team through regular practice of pausing to reflect—slowing down the constant pressure to act. This will be most useful as a method for documenting what is actually happening and for capturing unintended or unexpected outputs and outcomes, both of which are important in complex adaptive systems.

Document and secondary data review

Description

Documentation abounds within the UNICEF system—strategy documents, work plans, campaigns, case studies, newsletters, emails, articles on SharePoint sites, expenditure, human resources data, etc. There also exists data specifically relevant to internal communications—opens and click-throughs, attendance rates, comments on internal discussion fora, use statistics for specific internal channels, etc. This method aims to sometimes just take note that effort or work is happening as is evidenced by documentation—helping to map the system and not duplicate efforts, also increasing coordination.

²⁶ This method was discussed during the orientation sessions of the second site visit (March 3-5, 2023) as a way to overcome the resource constraints of the evaluation to be present in all the relevant meetings and happenings. It was decided to try this as a way to regularly produce useable data for the evaluation at minimal effort from the team, while providing benefit to the team in the form of structured reflection.

Sometimes this method aims to intake and analyze the content of the documentation/data to answer a particular question at hand. Lastly, this method can be leveraged to gain insights that are available by not overburdening employees in the organization.

Rationale

With DE we want to be as light as possible on additional data collection so as not to overburden the system and to encourage integration, therefore relying on existing and naturally occurring data sources is best.

Global survey²⁷

Description

A one-time digital survey pushed out to the global UNICEF community, inclusive of the entire organization. The survey will be structured to capture quantitative data aimed at creating a baseline for both how staff perceive and experience internal communications and describing the regular communication behaviors within the organization. Secondly, the survey will inquire about specific communications skill sets, linking them with respondents' division, location, and rank.

Rationale

If most of internal communications and staff engagement happens outside of the global channels managed by the ICSE team and within the country offices, then it is crucial to collect data from these primary users and audience members. Secondly, by asking about the subject of internal communications it is intervening to socialize the concept and *how* the survey asks about it is an opportunity to positively influence and expand how the value is perceived. Lastly, knowing where skill lies within the organization may help inform future collaboration structure and resourcing of the ICSE function.

Benchmarking²⁸

Description

The identification of a specific challenge or question regarding the positioning, function, collaboration or enabling environment pertinent to an internal communications and staff engagement function within

²⁷ During the second site visit (March 3-5, 2023) this method arose in response to input from key collaborators during the orientation sessions regarding goal areas #1, #2, and #3. Internal communications is happening throughout the organization in many ways and from many different perspectives, touched and shaped by many different divisions/offices. Gaining more information on the status quo supports several cells in the learning framework, honors the knowledge and contribution to internal communications from other teams, and seeks input from the primary audience of internal communications—UNICEF staff.

²⁸ This method was suggested by the Evaluation Office during the first site visit (January 24 – 26, 2023) and further validated as necessary during the second site visit (March 3 – 5, 2023) as key collaborators expressed desire to (a) not re-create the wheel and (b) have clarity on what expert recommendations would be.

UNICEF may kick-off a benchmarking activity conducted through a series of interviews or small group discussions beginning with the external advisory group members and using a snowball method of additional sampling to seek out 3-5 expert voices on the subject matter. The benchmarking process will gather data on quantifiable measures to assess the viability of ICSE in UNICEF, including but not limited to ratio of staff, financial resources allocated, etc.

Rationale

Internal communications and staff engagement is a robust area of practice, expertise, and study which is well known outside the context of UNICEF. There is no need for UNICEF to recreate the wheel, instead seeking expert opinion and recommendation can seed good thinking, open up options we cannot see on our own, and ground project decision-making in an existing evidence-base.

Sitting focus group of end users

Description

Creating a rolling programme of focus groups around the organization to gather opinions and views, focusing on regularly hearing from the end users of internal communications within the organization—reaching outside of HQ.

Rationale

Hearing voices outside of HQ is essential as internal communications happen outside of global channels managed by ICSE team. The use of their time would need to be strategic and beneficial to them as well as targeted to answer a specific question or add detail to emerging data seen elsewhere in the evaluation process.

Method under consideration

The following method has merit and good potential. At this time there is not readiness to deploy it as there is not enough existing information on how best to target data collection. However, it has a high likelihood of being used at some point in this evaluation.

Broader pulse survey

Simple pulse survey sent regularly to a substantive subset of organizational staff, intended to sample a wide variety of to track awareness and engagement with a standard set of questions. Limited to quantitative data. This is possibly best done in conjunction with a key collaborator, such as DHR or the Office of Culture and Diversity, to monitor indicators such as staff awareness, engagement, and connectedness.

4.3. Data analysis

A DE walks alongside a project giving a tight feedback loop of data, and the project chooses to uptake this information and make decisions to adapt or stay the course, etc. The DE consultant will use the adaptive action cycle²⁹—What? So what? Now What?—to guide analysis, adaptive activities, and some deliverables.

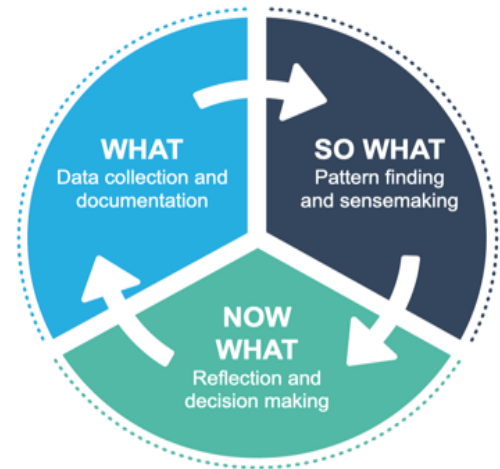
Analysis is an ongoing process during a developmental evaluation because of the focus on continual learning, adaptation and useful feedback loops. Analysis is the shift from documenting What? into beginning to interpret So What? This is a task both for the DE consultant—to be scanning for patterns, what is emerging, and outliers of interest—but also for the ICSE team and key stakeholders. Analysis and synthesis (creating new meaning) is a social activity. Data points only take on meaning when people discuss and bring their perspective and context to bear on the data to determine collectively what the data indicate.

With the large amount of incoming data to consider, we will be using several different analysis strategies to sift through data points to make meaning and to capture/document this meaning in ways that are useful and easy to take in.

The learning framework, articulated above, will serve as a primary lens through which to conduct analysis and sense-making. We will regularly be interrogating the data from the perspective of these core questions and lines of inquiry.

Triangulation will ensure that findings and conclusions are reliable and increase credibility, integrity, and defensibility of the evaluation. Moreover, content analysis will focus on identifying different lines of inquiry based on data coming from different sources and through the interactive process of discussion with the advisory group.

Figure 2. Adaptive action cycle



²⁹ Eoyang, G., and Holladay, R. (2013). *Adaptive Action: Leveraging Uncertainty in Your Organization*. Boston, MA: Stanford Business Books.

4.4. Adaptive activities

Reflective practice is essential for the success of DEs. Slowing down to reflect, individually and collectively, fosters evaluative thinking in an organization—which will strengthen adaptive capacity over time. But, particularly reflection activities as a group are powerful. It is “through the reflective process of interacting together, [that we] facilitate creative synergies that allow new ideas and possibilities to emerge.”³⁰ It is these new ideas and possibilities which represent much of the value-add of the DE. Based on the background and context discussed above, we anticipate the following adaptive activities being most helpful.

Orienting

“In complex and emergent situations, it is easy to lose sight of broader strategic aims and be overwhelmed by the confusion of what is happening on the ground. . . Our ability to be adaptive is dependent upon our capacity to orient ourselves effectively to what is actually happening. This can be difficult to do at the best of times.”³¹ Therefore, a key part of a DE’s role is to continue to orient the group to the system (interrelationships, perspectives, and boundaries) and what is happening.

This orienting function will be accomplished via the creation or introduction of various frameworks, maps, models, visuals, and definitions. (For example, the theory of change made explicit above.) They will be grounded in the data and situation and put forward to the relevant parties for asynchronous/individual reflection, as well as serving as the centerpiece for group interaction and refinement. These are intended to stimulate thinking and open up how actors see opportunities within the system.

Sense-making

Throughout the DE, the embedded consultant will be conducting an ongoing and thorough synthesis, focusing on clearly pulling out and articulating evidence, and gathering and sorting through all of these various data points to ask the question, “What can we say?” This making meaning of data is a social activity, data does not inherently have a single meaning. The embedded consultant will design convenings and interactions with the data collected to host space for this collective sense making.

³⁰Quinn Patton, M. (2011). *Developmental Evaluation: Applying Complexity Concepts to Enhance Innovation and Use*, p. 62.

³¹Dozois, E., Langlois, M. & Blanchet-Cohen N. (2010). *DE 201: A Practitioner’s Guide to Developmental Evaluation*, p. 33.

4.5. Risks, limitations, and mitigation strategies

Information overload & scope creep

“The massive amount of information generated in a developmental process can be overwhelming. . . tracking processes can easily become cumbersome and unwieldy.”³² Additionally, while monitoring and collecting such a vast store of data to watch for what is emerging, it can be easy to become distracted or veer off topic. These practical challenges are mentioned frequently by developmental evaluators.

To address the sheer quantity of data DEPA-MERL from USAID³³ recommends finding solutions early on like audio-recording and transcription, shorthand notes, regular memo and reflection writing by the developmental evaluator and a way to name and consistently catalog documents. The consultant has developed disciplined note-taking habits during site visits (completed within 24 hours of events) and will implement documentation protocol for participation in meetings.

Previous Developmental Evaluations have also found that using the large view of evaluation questions paired with frequent actionable monitoring reports helped them stay focused in both data collection and analysis, an approach embedded in our work plan. A Theory of Change and Learning Framework have been put in place, which will be consulted and re-visited at a minimum every quarter. In these ways, it is expected to provide tangible results and stay within scope.

Partial embeddedness and remote work

This evaluation will rely largely on remote engagement, punctuated by in-person visits to those who office in the Headquarters, UNICEF House in New York. This can make developing close relationships with evaluation users more challenging. However, conducting business remotely by a decentralized global team is standard operating practice for the ICSE team and many other functions within UNICEF. To this extent, the embedded evaluator’s participation will not feel *more* remote or removed than the participation of many others.

This limited embeddedness also will reduce the ability to use observation to its greatest effect as a data collection method. In the design, the pulse surveys, KIIs and document review will serve to fill in gaps left by only intermittent site visits.

Standard of evidence

DEs focus on collecting ‘good enough’ evidence to provide rapid feedback and information sufficiently robust for reasonable decision-making. This is different from a standard of evidence used in other forms

³² Gamble, J. (2008). A Developmental Evaluation Primer. The J.W. McConnell Family Foundation. Montreal, p 55.

³³ USAID DEPA-MERL. (2017). *Learning from Practice: Developmental Evaluation in Practice: Tips, Tools, and Templates*. Consortium: Social Impact, Search for Common Ground, The William Davidson Institute at University of Michigan.

of evaluation that place greater importance on things like generalizability, replicability, or depth and nuance. For the purposes of supporting adaptation, timeliness can take precedence over other concerns. While this does not override sound methodological practice and rigor—data collection methods are carefully selected, skillfully applied, and maintain high quality and ethics—the quantity of data collected and the prevalence of a theme or conclusion will be more emergent and lighter than during other types of evaluation. The adaptive activities that engage the wisdom of those involved in reflecting on the situation and incoming data, as well as the use of an advisory group and external benchmarking activities are all intended to mitigate this limitation and serve to validate findings.

Short timeframe for a long shift

Ultimately institutionalizing, adequately resourcing, and skillfully using internal communications and staff engagement is ‘culture shift’ within an organization—the timeframe of which exceeds the 11.5 months allotted to this DE. In December, when the DE’s scope will be complete, the work will still be underway and there will still be many available experiments and learning yet to do in the development of the idea. It is possible that ICSE, as a function, will not yet be far enough along on its developmental journey to be ready for other forms of evaluation (formative, process, summative). The DE will focus on pacing with the innovation itself, to provide maximum value during the period in which it is resourced to do so.

Uptake and use of evaluation findings

To date, in this change journey, the ICSE team, Deloitte, and other external consultants have produced recommendations and built cases on behalf of resourcing and positioning of the ICSE function within UNICEF. Some of these have gained traction, many have not. This DE risks producing similar findings and recommendations without realizing the benefits of action within the system. The DE team does not have decision-making authority, only the role of evidence-building and case-making. The partial embeddedness, relationship-building, and participatory nature of many of the methods and approach designed within this evaluation will serve to mitigate this risk. But, more importantly, distinct from previous efforts, this evaluation is owned by the independent Evaluation Office and will be subject to the subsequent management response. There will also be a communication plan from the Evaluation Office to assist in socializing and disseminating findings, as well as regular communication with the Director of the Evaluation Office to stay abreast of emerging recommendations.

4.6. Ethical considerations

This evaluation is undertaken and managed by the independent Evaluation Office and through this oversight function will maintain independence.

The evaluation will be conducted in accordance with the UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis, the United Nations Evaluation Group Norms and Standards (2016), and the United Nations Evaluation Group Ethical Guidelines. The evaluation will also

adhere to UNICEF-Adapted UNEG Evaluation Reports Standards (2017), UNICEF Policy on Personal Data Protection (2020), and UNICEF Standard on Information Security (2018). To ensure impartiality, the evaluation team will take into account the views of all interviewees and contacted stakeholders.

The consultant will seek to ensure that the methods applied in the evaluation causes no physical or psychological harm to the participants. The consultant will strictly follow the obligation of evaluations: independence, impartiality, credibility, no conflict of interest, honesty and integrity, and accountability. The consultant will also observe the obligations towards the participants including respect for dignity and diversity, rights, confidentiality, and avoidance of harm.

Once the data and information has been collected and analyzed, the consultant will ensure that there is accuracy, completeness and reliability reflected in the presentations and reports, as per the UNEG guidelines. Further, transparency in accessibility of the data collected, presentations and reports will be taken into proper consideration.

4.7. Quality assurance

The DE will meet UNICEF's expectations regarding quality of assessment processes and deliverables as articulated in the UNICEF-adapted UNEG Norms and Standards. This includes:

- ensuring the quality of data and information collected and integrity of analysis reflected in the evaluation deliverables;
- ensuring that the data collection processes adhere to UNICEF-adapted UNEG Norms and Standards;
- ensuring that the qualitative and quantitative evidence gathered is comprehensive and robust enough to make an informed assessment in line with the evaluation's objectives, and in support of the conclusion and recommendations; and,
- managing all data collection (e.g., interview processes, survey, and desk review of documentary sources relating to the subject of the evaluation), analysis, reporting, and communication.

The evaluation will employ a two-level process of quality assurance. Quality assurance at the level of the consultant will be ensured by an internal staff member of the consultant's company (Picture Impact). This staff member will be external to the evaluation team, and not involved in the evaluation process. The staff member will review all deliverables prior to submission to the UNICEF evaluation manager.

A second level of quality assurance of all deliverables will be undertaken by the UNICEF evaluation manager and the Management Team. They will be supported by an Advisory Group, that will be responsible for the content quality control and feedback on key deliverables.

4.8. Evaluation roles and responsibilities

DE Lead

Who: Anna Martin, lead of Picture Impact Project Consultant Team

Main Roles:

- Asking evaluative questions
- Facilitating learning
- Supporting ongoing decision making, adaptations, and development with real-time data and feedback.
- Mapping, modeling, and making sense of information and situation
- Connecting theory with practice

Key Activities:

- DE Design, implementation, and adaptation
- Learning framework
- Onboarding and orientation meetings
- Site visits
- Data collection activities
- After action memos
- Theory of Change
- Orienting and sense-making conversations
- Analysis and synthesis
- Regular assessment of progress and quality control

Level of Engagement: 100 days over the 12-month period

Evaluation Office

Who: Kamilla Nabiyeva, Evaluation Manager

Main Roles:

- Provide support to an external Evaluation Consultant/Embedded Evaluator, including an orientation on the subject of the evaluation, in coordination with the Management Team;
- Facilitate the Evaluation Consultant's/Embedded Evaluator's access to key informants, as well as to specific information needed to carry out the evaluation, and assist with coordinating data collection activities at large;
- Ensure that the Management Team and Advisory 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 Advisory 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;
- Engage and support to the orientation, learning framework, design, theory of change construction, data collection, analysis, and synthesis;
- 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;
- Disseminate the evaluation findings and products, particularly the final report, as per communication and advocacy plan for the evaluation.

Level of Engagement: close engagement over the 12-month period

Management Team

Who: Kamilla Nabiyeva (Evaluation Office), Simon Bettighofer (Evaluation Office), and Nigina Baykabulova (ICSE team)

Main Roles:

- Provide access to information and critical informants;
- Provide support to the evaluation team with the coordination of the data collection;
- Provide support to review and quality assure key deliverables.

Level of Engagement: weekly engagement over the 12-month period

Advisory Group

Who: UNICEF staff from different levels and external experts (UN, private sector, and academia)³⁴

Main Roles:

- Offer views and insights on issues under discussion at critical stages of the evaluation,
- Review key deliverables produced;
- Participate in workshops and meetings for presentation, validation and discussion of emerging findings;
- Ensure evaluation is credible and transparent;
- Offer internal communications expertise.

Level of Engagement: three to four days over the 12-month project

³⁴ Please refer to the Management Arrangement document available on the [page of the evaluation](#).

5. Deliverables and workplan

5.1. Deliverables

Deliverables for this DE will vary across time according to what is most needed for documentation and/or use by the team and key stakeholders. There will also be artifacts created as part of the process of conducting a DE which will enter into the steady stream of deliverables.

To date the following deliverables have been produced:

- [Orientation workshops with a DE slide deck](#)
- [DE design and work plan \(this document\)](#)
- [Observation & trip notes \(these form part of the data\)](#)
- [Learning Framework](#)

On an ongoing basis there will be [adaptive action memos](#) written to the ICSE team and key collaborators, which capture key moments, ideas, and findings in a digestible manner. These memos are generally 3-5 pages in length and take on the form of the adaptive action cycle—What? So What? Now What?. All memos will seek to raise actionable items for consideration. The tempo of these will be approximately one memo a month.

Other anticipated deliverables include:

- [Visual frameworks](#)
- [Theory of change](#)
- [Case Studies](#)
- [Interactive mural/miro boards for sense-making](#)

In November, it is expected to package previous deliverables into a [single draft report](#), add any additional documentation, and conduct a final analysis tying together what is known at that juncture vis a vis the learning framework questions. This draft report will be submitted for interaction and validation with both the advisory group and the ICSE team. By mid-December, this process will result in a [final report](#) and accompanying [slide deck](#) and [executive summary](#) of recommendations to serve as concluding artifacts of the DE.

Annex A: List of Individuals Consulted

Global Communications and Advocacy division

- Chief of Internal Communications and Staff Engagement
- Communications Manager
- Senior Communications Associate
- Communications Specialist
- Communications Officer
- Internal communications consultants

Private Fundraising Partnerships Division

- Communications Specialist
- Communications Manager
- Communications Assistant
- Communications Consultant

Division of Analysis, Planning and Monitoring

- Knowledge Management Specialist
- Chief of Program Effectiveness

Office of Culture and Diversity

- Senior Advisor

Department of Human Resources

- Senior communication Manager
- Communications Specialist

Office of the Executive Director

- Social and Behavior Change Specialist

Program Group Division

- Knowledge Management Specialist – Health section
- Senior Program Manager- Health section
- Knowledge Management Specialist – WASH section
- Senior Advisor – WASH section

Information and Communication Technology (ICT)

- Senior ICT Business Relationship Manager
- Business Analyst

Evaluation Office

- Senior Evaluation Specialist
- Evaluation Specialist
- Evaluation Officer
- Director of Evaluation

United Nations Development Coordination Office

- Chief of the Evaluation Section

Annex B: List of Documents Reviewed

Deloitte, *Business Case, Internal Communications: Driving Staff Engagement with Innovative Digital Solutions*, 2019.

UNICEF, *2022-2025 SP Enabler – Internal Communication and Staff Engagement*, n.d.

UNICEF, *Communicate to Advocate: Driving Change for Children: Updated UNICEF Global Communication and Advocacy Strategy*, 2019.

UNICEF, *UNICEF Strategic Plan 2022 – 2025: Renewed ambition towards 2030*, n.d.

UNICEF, *UNICEF Strategic Plan 2022 – 2025*, United Nations Children’s Fund Executive Board, 7–10 September 2021.

UNICEF, *Who’s Who in the Division of Global Communication and Advocacy*, 11 October 2022.

UNICEF Evaluation Office, *Evaluability Assessment and Formative Evaluation of UNICEF Positioning to Achieve the Goals of the Strategic Plan 2022-2025*, 13 October 2022.

UNICEF Global ICSE Section, *Establishing a Globally Networked, Organization-Wide, Internal Communication & Staff Engagement Collaboration Structure - Executive Summary of the Internal Communication & Staff Engagement Proposal to the Programme Budget Review (PBR)*, 20 April, 2022.

UNICEF Global ICSE Section, *Internal Comms Annual Report*, January 2022.

UNICEF Global ICSE Section, *Internal Communication and Staff Engagement Annual Work Plan Outline*, 27 February, 2023.

UNICEF Global ICSE Section, *Internal Communication and Staff Engagement (ICSE): Digital Transformation (PBR proposal)*, n.d.

UNICEF Global ICSE Section, *Implementation of the Global Internal Communication and Staff Engagement Strategy*, 13 May 2020.

UNICEF Global ICSE Section, *Key internal comms data for annual reporting (powerpoint)*, 1 December, 2020.

UNICEF Global ICSE Section, *Realizing UNICEF's Potential: Enabling UNICEF's workforce to accelerate results for every child, ICSE strategy 2020-2030 (Draft)*. June 2020.

UNICEF Global ICSE Section, *Strategic Internal Communication and Staff Engagement*, 19 March 2021.

Annex C: References

Dozois, E., Langlois, M. and Blanchet-Cohen, N. *DE 201: A Practitioner's Guide to Developmental Evaluation*, The J. W. McConnell Family Foundation, Montreal. 2010.

Eoyang, G., and Holladay, R. *Adaptive Action: Leveraging Uncertainty in Your Organization*. Boston, MA: Stanford Business Books, 2013.

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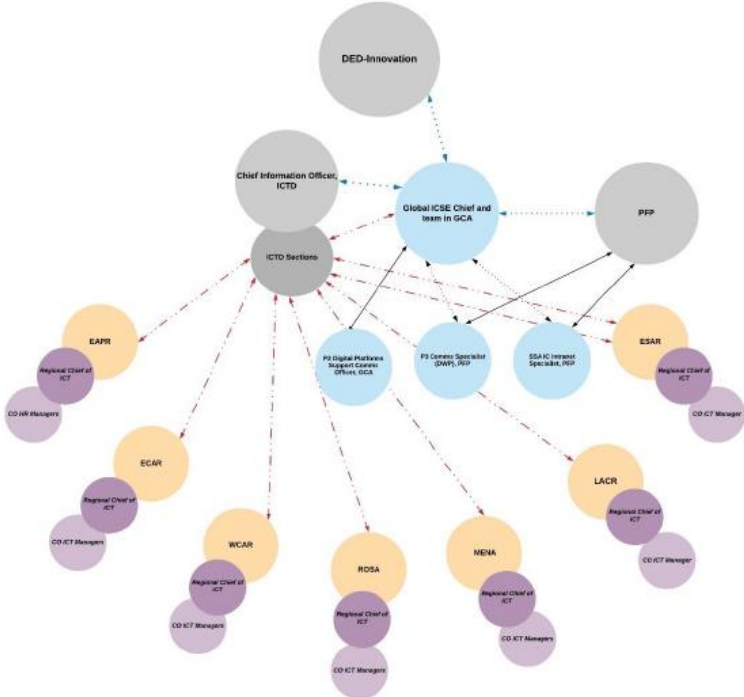
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Williams, B. and Hummelbrunner, R., *Systems Concepts in Action: A Practitioner's Toolkit*. Stanford University Press, 2009.

ICSE GOAL 3 'Synergized Digital IC Ecosystem' Collaboration Structure with ICTD and Office ICT Managers



LEGEND

Global IC team	Regions	ICTD	Regional IC Chiefs	CO ICT Managers
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- - - - -> Advisory role
 <- - - - -> Accountability for agreed global IC deliverables
 <- - - - -> Accountability for agreed regional IC deliverables
 <- - - - -> Network based collaboration

* For all IC posts that have been identified, matrix reporting between the Divisional Manager and Global IC Chief will be established.
 ** Where COs do not have an ICT Manager function, it is suggested that ICT Specialist Officers provide this technical support role.

Annex E: Terms of Reference

The full terms of reference for the assessment can be accessed here: [Terms of Reference](#).