

Evaluation of Innovation in UNICEF

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I. Summary

1. The [UNICEF Strategic Plan, 2022–2025](#),¹ sets out the organization’s vision for achieving results for children by 2030 and provides a global roadmap for all UNICEF offices, country programmes and National Committees. The core elements of the Strategic Plan include five programmatic goals areas and related outcomes, nine change strategies, and five organizational performance enablers. One of the change strategies, **innovation**, is defined in UNICEF as *a new or significantly improved solution that contributes to progress for children and accelerates results for children or young people*,² which requires doing things differently, faster, more effectively and with children and young people. Underpinning this strategy is a belief in UNICEF that the world needs new solutions to address intractable development problems and stagnating progress and that access to innovation, including digital innovation, can accelerate progress in achieving Sustainable Development Goals (SDGs). UNICEF also believes in the importance of using a portfolio management approach, combining a selection of innovations to address complex problems.

2. Bolstered by the rollout of the Global Innovation Strategy in 2020³ and the establishment of Global Innovation Portfolios, a 2022 readiness assessment of the UNICEF Strategic Plan⁴ concluded that UNICEF approaches to innovation had clearly defined objectives and conceptual frameworks that build on good practice and were internally coherent with other work aimed to achieve similar outcomes. On the other end, the readiness assessment noted that the roles and links between the Office of Innovation (OoI), the Supply Division (SD) and the Division of Internal Communication and Technology (ICTD) required further clarification. In addition, technical capacities and partnerships were found to be weak. For instance, country offices reported limited opportunities for innovative thinking in programme planning processes and limited systematic knowledge management in UNICEF. In the assessment, it emerged that the OoI has a limited ability to offer technical support to country offices due to a lack of resources. Also, despite being an integral part of the omnibus [United Nations \(UN\) innovation partnership under the UN Secretary General’s office](#),⁵ UNICEF partnerships for innovation were found to be largely inadequate, often brokering partnerships without proper consideration of potential risks and resourcing implications and insufficient tracking of partnership agreements.

3. In developing the evaluation agenda for evaluation for the 2022-2025 quadrennium, the UNICEF Evaluation Office identified innovation as a vital commitment of the organization, with the potential to make a notable difference in the accelerating progress towards achievement of the SDGs, and children’s outcomes in particular. Accordingly, the Evaluation Office is commissioning an independent evaluation pursuant to the PGE. The evaluation aims to assess whether UNICEF approaches to innovation are fit for purpose. The evaluation will examine relevant approaches to innovation, notably innovation nodes, Innovation Venture Fund, innovation portfolios, innovation hubs (learning, WASH, innovative financing), and GIGA. The findings and lessons from the evaluation will inform the positioning of innovation in the next corporate strategic planning cycle (Strategic Plan, 2026-2029), and the evolution of the current Global Innovation Strategy at the global level. Moreover, the evaluation will also inform UNICEF work on innovation at the regional and country levels through regional case studies on thematic portfolios. The evaluation is a follow-up to the 2018 Evaluation of Innovation in UNICEF⁶, and the 2022 readiness assessment.

4. These Terms of Reference (ToR) present the background to the evaluation, its purpose and objectives, the proposed evaluation questions and methodology, and management and governance arrangements. The required qualifications and experience of the evaluation team, as well as key deliverables, are also included. The evaluation is expected to be carried out from October 2024 to September 2025. Preliminary findings and areas of improvement from an institutional assessment of the integration of innovation in UNICEF (see objective one below) should be available by December 2024, while the regional case studies should be finalized and published by June 2025 (see objective 3). The final report should be produced by September 2025.

¹ UNICEF (2022), [UNICEF Strategic Plan 2022–2025](#). Renewed ambition towards 2030. UNICEF, New York.

² UNICEF (2020), [Global Innovation Strategy and Framework 2.0: Matching today’s challenges with tomorrow’s solutions](#). UNICEF, New York.

³ Ibid.

⁴ UNICEF (2022), [Evaluability Assessment and Formative Evaluation of the UNICEF Positioning to Achieve the Goals of the Strategic Plan, 2022–2025](#). UNICEF, New York.

⁵ United Nations (2021), [Our Common Agenda: UN Secretary General Report](#). UNICEF, New York.

⁶ UNICEF (2018), [Evaluation of Innovation in UNICEF](#). UNICEF, New York.

Overview of Innovation in the United Nations System

5. Innovation has long been the driver of economic growth in developed countries. It has now become an integral element of the international development agenda and the new vision to accelerate progress towards the SDGs. In the United Nations (UN) system, there is profound appreciation, new understanding and energy, and pronouncements from the highest leadership that public sector-led innovation is integral in driving societal advancement, especially if duly targeted to create value for the most marginalized populations. These efforts are organized around an effort known as the “quintet of change,” – which seeks to deploy a dynamic combination of data, innovation, digital, foresight and behavioural science to accelerate the momentum towards achievement of the SDGs⁷ in the following domains:

- *Data*: Building impactful data ecosystems to generate deeper insights for better decision-making;
- *Innovation*: Testing and scaling up novel solutions, processes, products, and/or services that create value, and use them to accelerate progress to achieving the SDGs);
- *Digital solutions*: Becoming fluent in digital impact and transforming an organization’s technologies, skills and processes towards digitally enabled solutions that improve connectivity, service delivery, stakeholder collaboration, engagement and decision-making – in ways that are secure, responsible and inclusive;
- *Strategic foresight*: Forecasting and learning to navigate uncertainty in new areas, such as climate resilience;
- *Behavioural science*: Building knowledge of how people act, make decisions and react to policies, processes and incentives in order to create better choices and positive change.

6. Substantial progress in building capacities for innovation has been made within the UN system in recent years. For instance, 90 per cent of UN entities have dedicated innovation staff and/or teams, with 60 per cent having created senior leadership roles in innovation and appointed senior staff to serve in them. Correspondingly, 60 per cent of the UN entities are implementing dedicated strategies and action plans on innovation, while 50 per cent have centres of excellence with capabilities to support Member States in building local innovation ecosystems.⁸ On digital innovation, only 66 per cent of United Nations entities reported having crafted digital strategies or action plans to cultivate essential digital capabilities as of 2022, while only 40 per cent reported having the capacities and expertise to assist Member States in achieving their digital targets. They reported being able to provide access to learning via online platforms for 244 million out-of-school children and young people,⁹ and using digital registration to deliver services such as mobile payments to refugees and internally displaced people.¹⁰

7. Also within the UN, the UN Innovation Network (UNIN) was founded in 2015. Jointly chaired and funded by UNDP, UNICEF and WFP, the UN Innovation is a community of innovators and staff from over 70 UN entities in 180 countries who work in the innovation function or are interested in collaboration and sharing ideas, expertise and experience to promote and advance innovation. UNIN serves as a clearing house for UN-led innovation, including digital and data solutions from approximately 115 countries which are actively working with the UN agencies on new solutions.¹¹ UNIN has also worked on several special projects and/or initiatives, one of which is the development, by the United Nations Systems Staff College (UNSSC), of the UN Innovation toolkit that is intended to help inspire conversations, ideas, and action among UN staff. The toolkit provides consultancy services to improve organizational effectiveness and innovation strategies, as well as a 27-question individual diagnostic assessment on readiness to innovate.

Innovation in UNICEF

8. Innovation has always been integral to the work of UNICEF, intertwined with the organization’s original mandate on emergencies. The first midwifery kit was developed in the 1950s to help women in developing countries

⁷ [UN 2.0: Forward-thinking culture and cutting-edge skills for better United Nations system impact](#). Policy Brief 11 (United Nations, 2023).

⁸ *Ibid.* p.20.

⁹ UNESCO (2023), [Global Education Monitoring Report. Technology in Education](#)., United Nations Educational, Scientific and Cultural Organization, Paris. 2023

¹⁰ [UN 2.0: Forward-thinking culture and cutting-edge skills for better United Nations system impact](#). Policy Brief 11 (United Nations, 2023). p.27.

¹¹ *Ibid.* p.35.

give birth in safer conditions, while the first affordable water pump was piloted in the 1960s. Products such as nutrient-rich powdered skim milk used in the 1970s for combating malnutrition in children and oral rehydration salts in the 1990s as a cost-effective remedy for diarrhoea were critical innovations of their time. The 1990s also saw the development of School-in-a-Box kits, which were deployed to help Rwandan children get back to school after the genocide.¹²

9. UNICEF tents are a key invention that has been adaptable over time. Originally used as temporary spaces for shelter and safety, tents function as semi-permanent structures in protracted emergencies. Climate change and extreme weather have exposed them to an increasing risk of collapse and more significant temperature variances, making it too hot or cold inside them. UNICEF ingenuity matched the changing nature of humanitarian crises and delivered the High-Performance Tent (HPT).¹³

10. The realization of the transformative potential of innovation to improve the lives of children can be traced back to the early 2000s, during the period of the Medium-Term Strategic Plans (MTSPs). MTSP 2002-2005 included a stated intention to “... promote the worldwide use of affordable technologies, especially preventive health care technologies like immunization.... [and to use] information technologies to increase participation and enhance learning...” Consequently, UNICEF was among the first United Nations entities to establish in-house capacity for innovation, beginning with the creation of a dedicated Innovation Unit (IU) within the Division of Communications in 2007. This was followed by the launch of the IU of the Supply Division in 2009. The IU in Supply Division was tasked with identifying, prototyping and bringing to scale technologies and approaches that strengthen UNICEF work for children, with a particular focus on product innovation. Innovation Labs emerged in multiple country offices, the first of which was established in the Uganda Country Office in 2010. Defined “as physical spaces and a set of protocols for engaging young people, technologists, private sector, and civil society in problem-solving,”¹⁴ Innovation Labs hosted innovation work during the formative years of the function. Between 2010 and 2012, labs were established in five offices (i.e., Denmark (Supply Division), India, Kosovo, Uganda and Zimbabwe), with additional labs under preparation in seven more offices. The driving force behind Innovation Labs was the need to find new ways of alleviating challenging problems. They followed an elaborate process to develop products that are context-appropriate and designed in collaboration with end-users. While most solutions were developed with the ambition to scale them globally, the designs were built first to meet the needs of the local and hard-to-reach populations. At the corporate level, the identification and promotion of innovation emerged as one of seven implementation strategies of the Strategic Plan (2014-2017)¹⁵ – to support partners in the adoption of innovations. Another milestone came in 2014 with the establishment of the Global Innovation Centre, and in 2015 with the launch of the Innovation Venture Fund. These structures, including the Global Innovation Centre, the Venture Fund and the Innovation Unit, were merged in 2016 to form the Office of Innovation (OoI) with a mandate to facilitate UNICEF innovation work within the wider organization. The key features of this earlier model of the OoI were to identify emerging and promising technologies, provide funding for early-stage technology solutions through the UNICEF Innovation Fund, and support the roll-out and scale-up of a few proven innovative solutions. The IU focused on the early stage of innovation with the creation of the Venture Fund, while the Product Innovation Center in Supply Division continued to focus on the research and development, acceleration and scale-up of products or solutions. Also, in 2016, a new strategy for Information and Communications Technologies integrated innovation as one of its core areas of strategic focus. The Information and Communications Technologies Division (ICTD) provides critical support for ICT-related innovation across countries, regions and divisions.

11. In 2019, the Evaluation Office commissioned a global Evaluation of Innovation in UNICEF mainly to assess UNICEF readiness to capitalize on innovation as a transformational strategy. The evaluation concluded that the organizational culture and incentives were not conducive to innovation and that the architecture for innovation was evolving but would not yet be sufficiently decentralized. It also identified a need to clarify the staffing model and financial management for innovation.

¹² UNICEF, (2012). [Innovation Labs: A do-it-yourself guide](#). UNICEF, New York.

¹³ HPT is used in emergencies to meet various programmatic needs in education, health, nutrition, and child protection. It is a highly durable tent with several add-ons, such as hard flooring, electrical and solar kits, and winter liners - to suit various programmatic needs and climatic conditions. It also has more efficient packaging to enable transportation to hard-to-reach locations.

¹⁴ UNICEF, (2012). [Innovation Labs: A do-it-yourself guide](#). UNICEF, New York.

¹⁵ UNICEF, (2013). Strategic Plan, 2014-2017. UNICEF, New York.

12. Recommendations included the need to articulate a shared vision for innovation and clear accountabilities for innovation work, allocate appropriate resources (financial and human) to drive that vision and operationalize a portfolio approach focusing on the contribution to programme delivery and public digital goods for child rights. In response to the evaluation, several key commitments were enacted, namely: (i) the development of a Global Innovation Strategy and the establishment of Global Innovation Portfolios around the most pressing problems that affect outcomes for children and youth; (ii) further re-organization of the Ool, which included articulating the governance structure and clarifying accountabilities for innovation work; and, (iii) implementation of the portfolio management approach. Ool also partnered with the Division of Information and Communication Technology (ICTD) and leveraged digital innovations, such as INVENT, a knowledge-sharing platform and inventory for innovation initiatives across offices.

13. The Global Innovation Strategy¹⁶ provides a vision for innovation in UNICEF. It summarizes the organization's innovation 'ABCs' as Accomplishments (i.e., demonstrated success in applying innovation to improve the lives of children and the comparative advantage of UNICEF), highlights the need to Bend[ing] the curve (i.e., to apply a portfolio management approach to influence and accelerate progress in key outcome areas for children, to influence venture capital and the tech industry norms, policies, etc.), and puts a new focus on Capability and culture (i.e., fostering a learning-oriented, risk-tolerant culture and carving the space to contribute to the innovation ecosystem as an 'enabler, convenor, motivator, problem-solver and integrator.'¹⁷ Also, UNICEF pursues innovation in four main categories. These are digital innovations (new or existing digital technologies that are adapted into solutions to accelerate results for children); innovative financing (non-traditional mechanisms of raising resources to meet children's needs); physical product innovation (new or improved physical goods); and programme innovation (different approaches, processes and ways of working). UNICEF priority areas of focus for innovation across the humanitarian-development nexus include programming with and for adolescent girls, sustainability, innovative financing and climate; accelerating health and nutrition outcomes through community action; addressing the learning crisis; and other cross-sectoral platform solutions responding to aid diversion, AI accessibility, disability, birth registration, geospatial data transformation, blockchain-powered supply chain, and other emerging technologies.¹⁸

Governance of Innovation in UNICEF

14. Pursuant to the recommendations of the 2018 [Evaluation of Innovation in UNICEF Work](#),¹⁹ three actions that were implemented to improve the governance of the innovation function included reorganizing the Office of Innovation, articulating clear responsibilities for innovation across divisions, regional and country offices, and clarifying the accountabilities for innovation at the executive management level (see *Management Response, Recommendation 2*).²⁰ With the overarching mandate for innovation and custodian for the "*programme-led, problem-first portfolio approach to innovation*" in UNICEF, the **Office of Innovation (Ool)** has the overall responsibility of positioning the organization as a public sector leader in innovation for children, and to "*align resources with ... programmatic priorities to achieve transformational impact for children through innovation...*" and is accountable to "*implement effective global governance mechanisms that underpin a clear vision for change for children that innovation efforts will aim to create; [and] facilitate a climate of accountability for the agile, efficient, effective and appropriate use of resources for innovation at global, regional and country levels...*". Governance of the innovation function has evolved into a three-tier system of governance built around the Global Innovation Portfolios (GIPs) to monitor and support the GIPs and provide overall strategic guidance for innovation at UNICEF.

15. Established in 2023, the **Global Innovation Board (GIB)** provides the vision, leadership, and strategic direction of innovation in UNICEF. Its mandate includes setting priorities for innovation, making investment decisions,

¹⁶ UNICEF (2020), *Global Innovation Strategy and Framework 2.0: Matching today's challenges with tomorrow's solutions*. UNICEF, New York

¹⁷ UNICEF (2022), [UNICEF Strategic Plan 2022–2025](#). Renewed ambition towards 2030. UNICEF, New York. p.19.

¹⁸ Two innovation global portfolios were organized into specialized hubs (i.e., the Learning Hub in Helsinki and the WASH Hub in Copenhagen).

¹⁹ UNICEF (2019), [Evaluation of Innovation in UNICEF Work: Synthesis Report](#). UNICEF, New York.

²⁰ UNICEF (2020), [Management response](#): Evaluation of innovation in UNICEF work (E/ICEF/2020/4). UNICEF, New York.

and aligning senior management within and with external partners, ensuring all efforts are aligned with organizational goals.²¹ The GIB relies on the Innovation Steering Committee (ISC) for technical expertise and advice.

16. Sitting in the middle tier, the **Innovation Steering Committee** coordinates innovation work across UNICEF. It has the mandate to review the strategic decisions on each portfolio, as well as the high-level technical decisions (e.g., measurement frameworks and success metrics), portfolio health and risks, and to provide related guidance to the portfolios and hubs, review needs for technical partnerships Innovation Portfolios and Hubs and advice on the selection of partners, and to make recommendations for resource prioritization to the Global Innovation Board.²² Membership in the ISC is designed to balance representation across innovation categories and functions. At the operational implementation level are the **Thematic Teams** led by Portfolio Managers from the Ool. Thematic Teams are technical teams that guide the day-to-day work of the nine global innovation portfolios in close collaboration with the Programme Group (PG) focal points and technical experts from various innovation streams (digital, data, product, financial, etc.). The establishment of thematic teams is the formal structure responsible for executing the GIPs. Additional resources have been put in place to support innovation at the regional and country levels.

17. Innovation continues to be a change strategy of the current in Strategic Plan, 2022-2025.²³ Conceptually, the delineation of *change strategies* was accompanied by a clearer articulation of the change to be realized. In the Strategic Plan, innovation UNICEF work is aimed at *creating new or improved solutions that address the most pressing problems facing children...taking them to scale and driving demand... [and] new approaches in policy, financing and investment.*²⁴

18. In addition, in response to the global 2018 evaluation, UNICEF leadership, Ool and others responsible for innovation committed to several actions, beginning with developing a strategy and other tools that would guide innovation work throughout UNICEF, not only at the global but also at the regional and country levels, and clarifying accountabilities among key offices and divisions, including roles and responsibilities (for instance, Ool vis-à-vis PG, vis-à-vis ICTD, vis-à-vis Supply Division, etc.). To this end, the 2023 Accountability Framework clarifies that the OOI provides a global strategic direction and sets global priorities for organizational innovation efforts in close collaboration with PG and SD. Similarly, ICTD provides guidance to programme areas, regional offices, and country offices in supporting digital innovation. A network of seven regional offices in UNICEF provides guidance, support, oversight and coordination of country offices in complementary ways to headquarters. Country offices are ultimately responsible for implementing country programmes of cooperation with host governments. The evaluation will assess if these developments have resulted in a more coherent, effective and efficient innovation function and the effectiveness of these governance arrangements at the global, regional and country levels.

19. Also, innovation²⁵ was assessed as a change strategy in a readiness assessment in 2022. While UNICEF approaches to innovation were found to be sufficiently grounded, technical capacities were found to be concentrated at the HQ level with limited technical capacities to support country offices. On the other hand, there is no evidence of a coherent partnership strategy on innovation, with partnership agreements being brokered without proper consideration of resourcing implications and potential risks in many cases. Respective departments were not held accountable for the readiness assessment findings through a management response. However, this evaluation will examine if lessons from the readiness assessment were used to improve the technical capacities and partnership arrangements. At the corporate policy level, the evaluation will contribute lessons towards the development and implementation of the UNICEF Strategic Plan (2026-2029).

III. Purpose, Objectives, Use and Scope

20. In line with UNICEF new Evaluation Policy (2023), this independent evaluation aims to generate systematic evidence on the extent to which UNICEF has leveraged innovation as a change strategy to accelerate results for children (programme effectiveness). The evaluation will also strengthen organizational oversight and accountability

²¹ UNICEF (2023). [Global Innovation Board: terms of reference](#). UNICEF, New York. (in-house document on UNICEF SharePoint, accessed on 23 June 2024).

²² UNICEF (2023). [Innovation Steering Committee: terms of reference](#). UNICEF, New York. (in-house document on UNICEF SharePoint, accessed on 23 June 2024).

²³ UNICEF (2022). [UNICEF Strategic Plan 2022–2025](#). Renewed ambition towards 2030. UNICEF, New York.

²⁴ UNICEF (2022). [UNICEF Strategic Plan 2022–2025](#). Renewed ambition towards 2030. UNICEF, New York, p. 20.

²⁵ UNICEF, (2022). [Summary Note of the extended analysis of the strategic elements, No.11: Innovation](#). UNICEF, New York.

for the innovation function at the global, regional and country levels (accountability) and contribute to organizational learning (learning). By conducting primary data collection in the field and consultations with communities and national and regional stakeholders, the evaluation will also aim to promote the empowerment of right-holders (empowerment).

21. The evaluation will be conducted through separate yet interlinked phases corresponding to the main lines of inquiry. These include (a) an institutional assessment of the integration of innovation as a change strategy in UNICEF at the global, regional and country levels; (b) an assessment of the innovation approaches; (c) regional case studies of innovation thematic portfolios; (d) a learning synthesis to integrate findings and generate conclusions and recommendations.

22. Combining formative and summative elements, the evaluation will provide a credible and independent assessment of UNICEF 'fit for purpose' to use innovation as a change strategy to achieve transformative organizational outcomes and goals. More specifically, the evaluation will serve four specific objectives:

1. To assess the relevance, coherence, and sustainability of UNICEF institutional arrangements to integrate innovation as a change strategy. This includes examining innovation governance, systems, processes, capacity, resourcing, partnerships, and organizational culture supporting innovation work at the global, regional, and country levels;
2. To examine the relevance, effectiveness, efficiency, and sustainability of UNICEF innovation approaches, including nodes, Innovation Venture Fund, innovation portfolios, innovation hubs (learning, WASH, innovative financing), and GIGA. This includes evaluating how well innovation approaches are aligned with strategic goals and their overall contribution to achieving organizational outcomes and goals, and strengthening an innovation ecosystem;
3. To assess the relevance, effectiveness, efficiency, impact and sustainability of innovation initiatives to enhance programme effectiveness and accelerate positive outcomes for children. This includes a specific focus on how these innovations address considerations of gender, equity, and disability inclusion in achieving child rights; and
4. To identify and analyze the enabling and hindering factors influencing innovation within UNICEF, the generation of new knowledge and thought leadership to influence the innovation ecosystem and promote child rights.

The evaluation will generate conclusions and forward-looking recommendations to inform UNICEF future approach to innovation as a change strategy, guide the design of the next Strategic Plan (2026-2029), and support internal institutional effectiveness for innovation at global, regional, and country levels.

23. The **temporal scope is 2019-2024**. The timeframe encompasses commitments made in response to the management response to the 2018 evaluation of innovation work in UNICEF through the current Strategic Plan (2022-2025). The geographical scope of the evaluation will be global, with regional assessments of innovations that have been implemented, including those that have failed to be brought to scale or replicated. The scope, timing and resourcing of the evaluation will allow for seven regional evaluation reports to be issued in 2025. Field-based primary data collection should be planned for seven regions to study UNICEF innovation initiatives using an appreciative enquiry approach. The analysis of contribution to organizational outcomes and goals will depend on the availability and completeness of data. The evaluation will examine all types of innovation, including digital innovations, innovative financing, physical product innovation, and programme innovation, focusing on all key UNICEF priority areas across the humanitarian-development nexus, including programming with and for adolescent girls, sustainability, innovative financing and climate; accelerating health and nutrition outcomes through community action; addressing the learning crisis; and other cross-sectoral platform solutions.

24. The primary **intended users** and the target of the evaluation are UNICEF staff responsible for innovation and Technology for Development (T4D) in the OoI, regional and country offices, as well as ICTD, Supply Division, PG, the Office of Emergency Programmes (EMOPS), the Division of Analysis, Planning and Monitoring (DAPM), the Division of Global Communication and Advocacy (GCA), the Global Office of Foresight and Research (GOFR), the Division of Public Partnerships (PPD), the Division of Private Fundraising and Partnerships (PFP), and the ISC. Other users include UNICEF management at the global, regional, and country levels, the UNICEF Executive Board and National Committees, innovation staff in other UN entities, partner organizations outside the UN, and governments.

The evaluation process and lessons will be reinterpreted to the extent possible for young people and innovators and communicated in a young-friendly way on the UNICEF website and social media platforms.

IV. Evaluation Questions

²⁵ Based on the purpose and on the purpose and objectives described above, the following preliminary evaluation questions are proposed, which are expected to be refined during the inception phase of the evaluation. These include:

Objective 1: Assessing the relevance, coherence and sustainability of institutional arrangements

1. Relevance and Coherence:

- How well do UNICEF governance structures, systems, and processes support the integration of innovation as a change strategy? Are the roles and responsibilities related to innovation and outlined in the Accountability Framework clear and coherent across global, regional, and country levels?
- How effectively are the Headquarters, regional, and country offices linked and coordinated to support innovation efforts? Are there mechanisms in place to ensure alignment and collaboration across these levels, and how can they be improved?

2. Sustainability:

- How effectively are resources (including financial, human and technical), allocated and utilized across the organization to foster and support innovation?
- What mechanisms are in place to ensure the sustainability of innovation initiatives within UNICEF?

3. Organizational Culture and Capacity:

- How does UNICEF organizational culture support or hinder innovation?
- What capacity-building initiative exists to empower staff at all levels to engage in innovative practices?

4. Partnerships:

- How effective are UNICEF partnerships in supporting innovation efforts, and how do these partnerships align with UNICEF strategic goals?

Objective 2: Examining the relevance, effectiveness, efficiency, and sustainability of innovation approaches

1. Relevance and Coherence:

- How well do UNICEF innovation approaches (nodes, Innovation Venture Fund, innovation portfolios, innovation hubs, GIGA, Product Innovation Centre²⁶, and a global network of field-based innovation and technology professionals) align with the organization's strategic goals, and in particular, the needs of the most vulnerable, including considerations for gender, equity, and disability inclusion?
- To what extent is UNICEF work on innovation positioned to contribute to the SDGs for children and young adults?²⁷

2. Effectiveness and Efficiency:

- To what extent have these innovation approaches contributed to achieving organizational outcomes across Goal Areas and cross-cutting programmes, and strengthening the innovation ecosystem?
- How efficient are resources being utilized in these innovation approaches, and what improvements can be made?

3. Sustainability:

- What measures are in place to ensure the sustainability of the innovation approaches and their continued relevance over time?

²⁶ The Product Innovation Centre is under the preview of the Supply Division.

²⁷ Please note that UNICEF's work on innovation is not just about direct implementation through country offices (COs); it also involves other system-strengthening work, supporting governments' innovation capacity, and influencing other actors through thought leadership.

Objective 3: Assessing regional innovation thematic portfolios' impact on programme effectiveness and child outcomes at the regional and country levels

1. Effectiveness and Impact:

- How well did UNICEF regional innovation thematic portfolios enhance programme effectiveness and accelerate positive outcomes for children?

2. Child rights, Equity, Inclusion and Gender Equality:

- How well do these innovation thematic portfolios address considerations of equity, gender, and disability inclusion in achieving child rights?
- What specific outcomes have been achieved for marginalized or underserved populations through these innovations across Goal Areas and cross-cutting programmes?

3. Efficiency and Sustainability:

- What is the cost-effectiveness of these innovation thematic portfolios, and how are they being scaled or sustained over time?

Objective 4: Identified enabling and hindering factors, knowledge and thought leadership

1. Enabling and Hindering Factors:

- What factors have enabled (or hindered) the successful implementation of innovation, scaling and replication of innovation within UNICEF?

2. Knowledge and Thought Leadership

- What new knowledge and insights have been generated through UNICEF innovation initiatives, and how have these contributed to thought leadership and influence within innovation ecosystems?
- In what ways has UNICEF approach to innovation disrupted traditional sector practices, and what impact has this had on the broader field of child rights and development?

V. Methodology

²⁶ The evaluation will follow a robust methodological framework that provides a structured plan for the conduct of the evaluation, including the overall approach, data collection methods and analysis techniques, and principles related to evaluation ethics and quality standards. The methodological framework will provide a roadmap to ensure that the evaluation is conducted in a systematic, rigorous, and transparent manner that promotes the independence, utility, and ethical integrity of its findings. The evaluation methodology will be confirmed as part of the inception phase but is anticipated to be based on the elements outlined below.

Evaluation approach

²⁷ Evaluation approaches are conceptual, analytical models that encompass specific ways of structuring and conducting data collection and analysis. This evaluation will rely on a combination of approaches, including the following:

- **Utilization-focused:** The evaluation will be planned and conducted to enhance the likely use of both the findings and the process itself to inform decisions and improve performance. This includes ensuring the practical utility of evaluation findings and generating them promptly, prioritizing active stakeholder involvement, and being responsive to user needs.
- **Theory-based design:** It is crucial for the evaluation to ascertain what change UNICEF intended to bring about with its work and investments in innovation and whether pathways to the intended change were reasonable and articulated clearly, or at least reasonably implied in the different programming instruments and/or tools. Hence, the evaluation will consider using a theory of change²⁸ crafted as an evaluation tool - to interrogate and/or verify whether the necessary inputs were made, outputs realized, and the extent to which the intended outcomes were achieved.

²⁸ Three theories of change that were used to characterize different parts of the innovation work are offered in Annex 2, 3 and 4. If the theory-based designed is deemed appropriate, the evaluation team will develop a new theory of change to be used for evaluation, or adapt or update an existing ToC, and validate it with the UNICEF innovation staff.

- **Criteria-guided:** The high-level evaluation questions cover the key evaluation criteria of relevance, coherence, efficiency, effectiveness, impact²⁹ and sustainability. These criteria provide a normative framework to support consistent, high-quality evaluation by offering a range of lenses and complementary perspectives that together provide a holistic picture of the evaluation subject.
- **Regional case studies:** Stand-alone regional case studies will provide a deeper understanding of two or more innovations or solutions in a specific context and in a specific thematic sector or portfolio that have led to observed results. This evaluation proposes using regional case studies to examine the results of innovation initiatives in UNICEF seven regional offices. An appreciative enquiry approach is suggested in the selection of innovation to study not only innovations that have been brought to scale or replicated but also innovations that failed. The case studies will also explore how innovations have created an enabling environment (or not) and promoted child rights, equity, gender and inclusion.

Other approaches may be considered to complement or refine those listed above during the inception phase.

Data collection

^{28.} Data collection and analysis will be based on mixed methods, harnessing the best available quantitative and qualitative data and building on the strengths of each to gain a comprehensive understanding of the relevant issues to be assessed. Two types of secondary data collection methods are envisaged.

a) Document review, including the following types:

- *Strategy and planning documents*, related to the design, operationalization and implementation of the innovation initiatives at the global, regional and country levels, including related official publications and Executive Board documents, frameworks and theories of change, planning documents, or implementation guidelines;
- *Annual reports*, which provide comprehensive overviews of the organization's activities, achievements, challenges, and financial performance over a specific reporting period.
- *Country Programme Documents (CPDs)*, which articulate the strategic positioning of UNICEF innovation and its contribution to national efforts towards the realization of child rights and the achievement of the SDGs.
- *Programmatic reports*, which provide insights on innovation initiatives and digital technologies, outputs delivered, and outcomes achieved.
- *Budget and financial documents*, including budget allocations, expenditure reports, and financial statements, to provide insights into the allocation of resources towards innovation, funding trends, and financial sustainability.
- *Job descriptions and work plans* of staff working on innovation across the organization.
- *Evaluation reports*, providing insights on performance, lessons learned, and areas for improvement, along with evaluation management responses to assess progress made through previous evaluations.
- *Research and studies* that provide evidence-based insights into key issues and challenges affecting children and the role of innovation and digital technologies in addressing those challenges.
- *Policy documents*, including position papers and advocacy materials, which can provide insights into the organization's policy priorities, advocacy strategies, and contributions to global development agendas. External policy documents should also be examined to assess whether UNICEF is influencing the innovation ecosystem.
- *Partnership agreements*, which provide insights into UNICEF partnership strategies and their role within the broader innovation ecosystem.

Based on these types of documents, the review is expected to enable four distinct types of analysis:

- A desktop review of background documents*, with the main aim of providing a comprehensive understanding of UNICEF work on innovation;
- A systematic review* of existing monitoring data that will allow for a comprehensive understanding of the progress that has been made and the factors that have influenced it;
- A literature and evaluation synthesis* of existing evidence to identify good practices and lessons learned on harnessing innovation and digital technologies to improve development outcomes, including progressive approaches from the public or private sector;

²⁹ With impact defined as "the positive and negative, direct or indirect, primary and secondary, short, medium or long-term change in the lives of children and families produced by an intervention" (UNICEF 2023, UNICEF Evaluation of Impact. Strategy and Action Framework 2022-2025. UNICEF Evaluation Office, New York, p. 11).

iv. A *comparative analysis* with other public or private sector organizations is also recommended.

b) **Secondary data review**, comprising:

- UNICEF monitoring data: These are mainly indicators and metrics articulated in the organization Strategic Plans (2018-2021 and 2022-2025), related to uptake, scaling-up and sustainability of innovation and products, as well as budget allocations, expenditures, funding sources, and resource mobilization efforts. Table 1 provides a summary of those indicators that are relevant to this evaluation.

Table 1: Illustration of indicators for innovation

H6.1. Proportion of UNICEF global innovation portfolios with at least one innovation that has attained multi-country scale and reached more than 1 million people.
H6.2. Proportion of UNICEF global innovation portfolios that have secured the minimum investment threshold to support innovations.

- *Data Sources outside UNICEF*: Additional data sources such as reports from different industries, academic studies, and other international databases to provide context and comparative analysis.
- a) For **primary data collection**, semi-structured key informant interviews (also known as expert interviews) will be conducted mainly virtually, while focus group discussions will be conducted in regional or country offices, and face-to-face, with the following groups:
- UNICEF workforce directly involved in the development, implementation, monitoring or evaluation of innovation portfolios. This may include senior management, managers, and technical experts, and more broadly innovation and T4D staff working on innovation in UNICEF.
 - Government officials involved in the design and implementation of innovation and use of digital technologies or overseeing relevant policy areas.
 - Donor representatives from agencies, foundations, and international development organizations that provide funding or support to UNICEF programmes and initiatives.
 - Implementing partners and civil society representatives from organizations collaborating with UNICEF on programme implementation or advocacy activities.
 - Academics and researchers with expertise in areas relevant innovation that can offer insights into emerging trends, good practices, and evidence-based approaches.
 - Children and young people (young innovators) involved in innovation work.
 - Other stakeholders, mainly representatives from private sector partners (including UNICEF vendors), UN agencies, or international organizations.
- b) **Online surveys**, (e.g., informational, perception, delphi-surveys) to be used as a complementary data collection method, especially if this seems helpful for obtaining data from a larger number of stakeholders simultaneously and/or testing hypotheses that emerge during the evaluation. It can also be used as a tool to validate and ascertain the generalizability of findings beyond the offices that were invited to participate in the primary data collection.

Data analysis techniques

²⁹ Data analysis involves various techniques to organize, interpret and synthesize information collected and is critical to gaining meaningful insights. The following key data analysis techniques are expected to be used:

- *Transcribing and coding data*: Qualitative data collected through interviews or focus group discussions is transcribed into written text to ensure accuracy and facilitate subsequent analysis. Following transcription, data is coded by systematically categorising and labelling text segments based on themes, concepts, or patterns to identify recurring themes and extract relevant information.
- *Artificial intelligence (AI) techniques*: AI techniques, such as machine learning and natural language processing (NLP), provide advanced capabilities for efficiently analysing large amounts of data and could greatly benefit this evaluation's document and data review. Machine learning algorithms can automatically identify patterns, relationships, and trends within the data. NLP techniques enable the extraction of insights from unstructured text data, such as sentiment analysis.
- *Statistical analysis*: Quantitative data collected through surveys or as part of the data review (e.g., monitoring and financial data, other secondary data sources) will be analysed to determine distributions, relationships and trends using statistical techniques such as descriptive statistics, inferential statistics, regression analysis, and hypothesis tests.

- *Evaluation framework*: The methodology is expected to be guided by an evaluation framework that forms the primary analytical framework for the evaluation. The evaluation framework will reflect the evaluation questions to be answered and, for each of them, indicates the most appropriate and feasible method to collect and interpret data for answering them.
- *Triangulation*: Triangulation will enhance the reliability and validity of findings by cross-validating them from multiple data sources, methods, or perspectives. By integrating different sources of data, triangulation helps mitigate biases, corroborate evidence, and provide a more comprehensive understanding of the evaluation topic. If triangulation is not possible, this shall be stated, and any findings based solely on a particular source or group of respondents are to be indicated as such.
- *Strength of evidence*: Where possible, the evaluation shall use a systematic approach to weigh or indicate the power or strength of evidence derived from data analysis. Such a framework may include criteria such as the consistency of results across different data sources or methods, the coherence of findings with existing theories or empirical evidence, the robustness of statistical analyses, and the potential for bias or confounding factors. By systematically estimating evidence power against these criteria, the evaluation can provide a nuanced interpretation of the findings and ascertain the level of confidence that can be placed in the findings and conclusions drawn.

Principles

³⁰ The evaluation approach and methodological framework shall be in line with UNICEF and UNEG standards and principles on evaluation ethics and quality, as outlined in the [UNEG Norms and Standards for Evaluation](#), the [UNICEF Adapted UNEG Evaluation Reports Standards](#), the [UNEG Ethical Guidelines for Evaluation](#), and the [UNICEF Procedure on Ethical Standards in Research, Evaluation, Data Collection and Analysis](#).³⁰

³¹ The following principles will be of utmost importance:

- *Credibility and utility*: The evaluation findings shall be trustworthy, relevant, and useful for decision-makers and stakeholders. Credibility will be safeguarded by ensuring a rigorous methodology, a transparent process and robust quality assurance systems, among other things. Utility is fostered by aiming to meet the information needs of stakeholders and providing timely and actionable insights to guide future improvements.
- *Independence and impartiality*: Due care will be taken to avoid outside influence and conflicts of interest to ensure that the evaluation is conducted free from undue pressure or vested interests and that its conclusions and recommendations are based solely on the evidence at hand.
- *Confidentiality*: The privacy of individuals providing input to the evaluation will be protected by ensuring that the information provided is secure and protected from unauthorized access or disclosure. All data collected, including survey responses, interview transcripts, and any other sensitive information, will be treated with the utmost care and kept strictly confidential.
- *Informed consent*: The informed consent of individuals providing input to the evaluation will be obtained by clearly explaining the purpose of the evaluation, how their information will be used, and any potential risks or benefits. They will also be given the opportunity to ask questions to ensure a clear understanding of what their participation entails and may withdraw their consent at any time.
- *Participation*: To enhance its credibility, relevance, and usefulness, the evaluation will seek to maximize participation by actively engaging key stakeholders throughout the evaluation process, from planning to implementation and dissemination of findings.
- *Cultural sensitivity and non-discrimination*: The evaluation will seek to ensure equitable participation and treatment of its key stakeholders and their opportunity to voice their perspectives. Due care will be taken to respect differences in culture, local customs, religious beliefs and practices, personal interaction, gender roles, ability, age, and ethnicity and to be mindful of the potential implications of these differences when carrying out and reporting on the evaluation.
- *Child-rights-based approach and gender equality*: The evaluation will prioritize human rights, including child rights and gender equality, by upholding related principles throughout the design and implementation

³⁰ A comprehensive overview of relevant procedures, guidance and resources can be found online in the [UNICEF Evaluation resource center](#).

process. This includes ensuring inclusive and accessible language and products and meaningful disaggregation of data by factors such as gender, age, or disability.

VI. Management and Governance Arrangements

32. The UNICEF Evaluation Office commissions the evaluation. An Evaluation Specialist in the Evaluation Office will manage the exercise to ensure independence, impartiality, and credibility under the overall oversight of the Senior Evaluation Specialist for Institutional Effectiveness. The evaluation manager will supervise the work of an external evaluation team that will conduct the evaluation and may delegate oversight duties to other persons in the Evaluation Office for portions of the work but will retain overall approving authority. The Director of the Evaluation Office will approve the final report.

33. Independence rests with the Evaluation Office, which hires an external team to bring additional expertise and capacity to support it in this role. Accordingly, the external evaluation team must respond adequately to any concerns, and the manager retains the prerogative to amend deliverables to achieve an acceptable quality level.³¹ The evaluation manager will coordinate the evaluation with key offices and divisions in UNICEF, as previously outlined. Regional case studies will be coordinated with the Regional Programme and Planning Chiefs, Regional Evaluation Advisers, and Regional T4D Specialists.

34. Furthermore, an Evaluation Reference Group (ERG) will support the evaluation in an advisory capacity. The ERG will consist of members of the ISC, and other internal stakeholders particularly from regional and country offices. It will mainly focus on supporting quality assurance during the evaluation process, reviewing the main deliverables, and supporting and validating the conclusions and recommendations. An Advisory Group with external experts in innovation will also be put in place to provide independent advice on the evaluation process.

35. Quality control protocols and processes established by the Evaluation Office will be followed to ensure quality assurance and close management throughout the exercise. During the inception phase, the evaluation manager will produce a note further detailing management arrangements for the evaluation.

VII. Qualifications of the Evaluation Team

36. The evaluation team is anticipated to consist of approximately 4-6 members. It should be comprised of individuals who bring various perspectives, backgrounds, and relevant expertise. A core team of three or more members should lead the evaluation efforts. The team is expected to include a principal evaluator and team leader, someone with innovation expertise, a specialist in ICT and digital innovation, and a research and data specialist. Allowance should be made for two other members with expertise in institutional effectiveness, organizational development, strategic planning, or change management, who can be brought in on part-time/half-time basis.

37. The principal evaluator will be responsible for the day-to-day coordination and supervision of the evaluation team. The responsibilities of the principal evaluator include the following tasks, which they may delegate to other team members at their discretion:

- In collaboration with the evaluation manager, develop the evaluation methodology, the evaluation framework, and work plan;
- Coordinate and supervise the work of the evaluation team in their contributing roles;
- Provide regular progress reports on the implementation of the evaluation to the evaluation manager (written or in person, at least bi-weekly) and manage communications with UNICEF;
- Conduct the evaluation to answer the evaluation questions set out in the terms of reference (or subsequent revisions of the evaluation questions as set out in the inception summary);
- Manage and oversee the data collection and analysis by intended methods and techniques;
- Draft presentations, reports, and other communication products;
- Ensure the quality of the evaluation process and that deliverables are produced in a timely manner and at the highest level of quality, credibility and utility, in line with the requirements specified;

³¹ UNICEF (2023), [Revised evaluation policy of UNICEF](#), Executive Board, Second regular session 2023, E/ICEF/2023/27, p. 11.

- Provide written responses to the comments from the Evaluation Reference Group and other key stakeholders and revise the reports accordingly; and
- Present findings and recommendations to key stakeholders at internal or external meetings.

38. The specific areas of responsibility of the other individual team members can be determined at the discretion of the team. Overall, the team should be able to meet the following qualifications and experience:

- Extensive experience in conducting evaluations, including evaluations of programmatic innovations, with a focus on institutional effectiveness, organizational development, strategic planning, change management, resourcing and partnerships concerning international development;
- Specific experience in evaluating agility, risk-taking, managing failure, innovation culture and changes;
- Previous experience in the design, implementation, monitoring and evaluation of innovation, including experience in innovation strategies and approaches, ideally both in terms of current practice in international organizations and the private sector, as well as trends and new approaches in this area;
- In-depth knowledge of qualitative and quantitative data collection and analytical methods;
- Comprehensive experience in handling large data sets, including proven expertise in the use of artificial intelligence techniques;
- Demonstrated experience in project management, including planning, coordination, and resource management;
- Knowledge of UNICEF mandate, structure, culture and programmatic work;
- Knowledge of UNICEF and UNEG standards and principles on evaluation ethics and quality;
- Strong communication and interpersonal skills, with the ability to communicate clearly and effectively with stakeholders from different backgrounds;
- Fluency in English and at least working knowledge of French and Spanish (while fluency is desirable); knowledge of Arabic, Russian and Chinese is an asset; and,
- Excellent report writing skills, writing clear and concise analytical reports.

39. National evaluators should be identified to support the conduct of regional case studies and promote UNICEF national evaluation capacity development goals.

40. Former UNICEF staff and consultants may be evaluation team members if they meet the qualifications and experience requirements, provided they have not been (or expect to be in the near future) directly responsible for areas related to the current Global Innovation Strategy. However, their involvement with UNICEF should be declared in the technical proposal, vetted, and cleared of possible conflicts of interest.

41. Particular attention will be given to selecting a gender-balanced, geographically and culturally diverse evaluation team and the complementarity of subject matter, cross-disciplinary skills, and evaluation experience. Applicants are strongly encouraged to include experts from the Global South in the evaluation team. The experts developing the methodology must also be involved in all evaluation phases.

VIII. Timeline, Process, and Deliverables

42. The evaluation is envisaged to last around twelve months, from October 2024 to September 2025. Adherence to this timeline is essential, as the evaluation shall promptly inform the formulation of the next Strategic Plan 2026- 2029. The evaluation is organized into five phases that are delineated in Paras. 43-47.

43. Inception phase (approx. four weeks): During this phase, the evaluation team is expected to gain a deep understanding of the evaluation topic, review available documentation and datasets, assess possible information gaps, and refine the evaluation questions and methodology. Exploratory key informant interviews and a site visit to the OoI in Stockholm may be conducted as deemed helpful. Deliverables for this phase include:

- A PowerPoint presentation outlining the refined evaluation questions and methodology for presentation to the Evaluation Reference Group and the Advisory Group; and
- A draft inception summary of a maximum of 50 slides, using PowerPoint without annexes, confirming a refined and shared understanding of what is to be evaluated and how for review by the evaluation manager, the Evaluation Reference Group and the Advisory Group. The inception summary will include (i) an initial overview and analysis based on data collection and review, (ii) the refined scope and set of evaluation questions, (iii) the evaluation methodology, (iv) an engagement strategy for key stakeholders,

including an approach of how the evaluation can best feed into the development of the next Strategic Plan, and (v) the evaluation work plan. The evaluation framework, draft data collection tools, a list of suggested key informants and other key tools and resources will be presented in the annexes in a Word document.

- A final inception summary, revised based on the comments and feedback received.

44. Data collection phase for the institutional assessment (approx. eight weeks), assessment of innovation approaches (approx. eight weeks), and the regional case studies (approx. fourteen weeks): The evaluation team will conduct a more in-depth document and data review and carry out key informant interviews, focus group discussions, as well as online surveys or site visits as deemed helpful. The deliverables of this phase will be:

- An interim institutional assessment providing an initial overview of the main preliminary findings for the evaluation questions under objective 1. This report will be for internal UNICEF and provide preliminary findings and insights to inform the new Strategic Plan by November 2025. This interim report will be fully integrated into the final evaluation report and will not be published separately.
- An assessment of innovation approaches examining the evaluation questions under objective 2. This report will be for internal UNICEF and provide preliminary findings and insights to inform the new planning for the new strategic period. This interim report will be fully integrated into the final evaluation report and will not be published separately.
- Regional case study reports assessing the outcomes achieved through innovation as a change strategy in a specific thematic portfolio in each region, answering the evaluation questions under objective 3. These will be light touch case studies contributing evidence for the global evaluation, not standalone evaluations.

45. Analysis and reporting phase (approx. six weeks): In this phase, the evaluation team can fill existing data gaps and deepen the analysis and triangulation of evidence to identify lessons and new knowledge, findings, preliminary conclusions, and suggested areas for improvement and forward-looking recommendations. Based on these, a first draft of the final evaluation report will be produced. Deliverables include:

- A PowerPoint presentation to facilitate the validation of findings, preliminary conclusions and suggested areas for actions/recommendations by the Evaluation Reference Group, the Advisory Group, and other key stakeholders; and
- A draft final evaluation report should not exceed 60 pages or 40,000 words, excluding the executive summary and annexes, for review by the Evaluation Reference Group and other key stakeholders. Before being shared, the report will be quality assured by the evaluation manager and will be circulated only when it is of sufficient quality in line with UNICEF quality standards for evaluation and based on the evaluation reporting template.

46. Co-creation of recommendations (approx. one week): While the evaluation report will be refined, the evaluation recommendations will be co-created through a collaborative and participatory process involving key stakeholders. Co-creating recommendations will help ensure they are practical, actionable, and aligned with the evaluation's purpose and objectives. The deliverables of this phase will be:

- A PowerPoint presentation to support conducting participatory workshops to co-create evaluation recommendations. The workshops can be conducted in person (probably at Ool) or entirely online.

47. Finalization and communication phase (approx. three weeks): The evaluation team will consolidate the final evaluation report based on feedback received and focus on producing other products that will support the communication and sharing of the evaluation. The deliverables for this final phase are:

- A final evaluation report revised based on the comments and feedback received and incorporating the co-created recommendations. The evaluation manager will review the report for final approval by the Director of the Evaluation Office.
- A comment matrix that provides an overview of how all comments received were addressed.
- Complementary communication products, including, at a minimum, infographics (for inclusion in the final evaluation report and other products); a standalone four-page evaluation brief (distinct from the executive summary in the evaluation report) intended for a wider audience; and a final PowerPoint presentation to be presented in a concluding webinar.

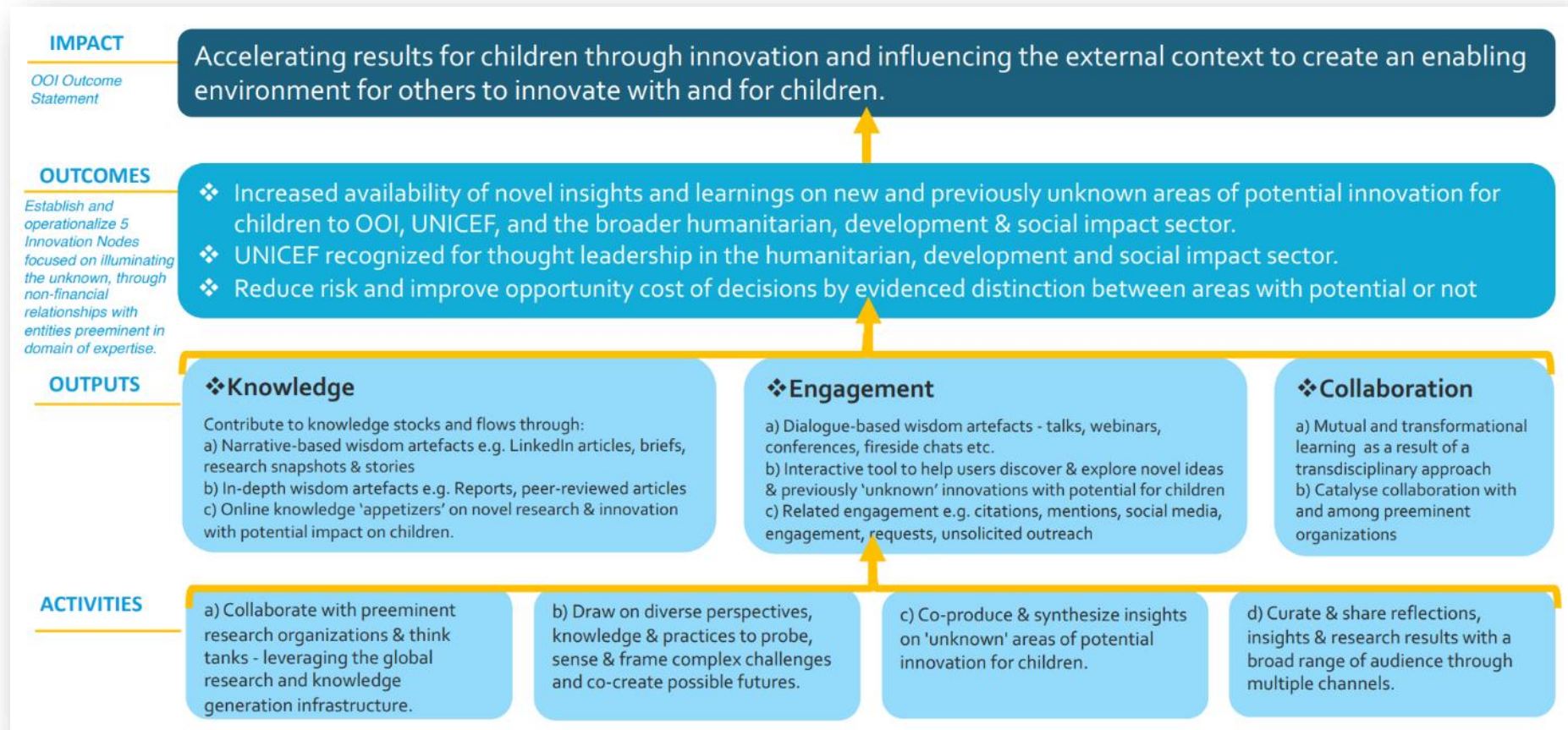
48. Additional deliverables throughout the process may include PowerPoint presentations summarizing work progress and minutes or high-level summaries of key meetings, e.g., those with the Evaluation Reference Group and the Advisory Group.

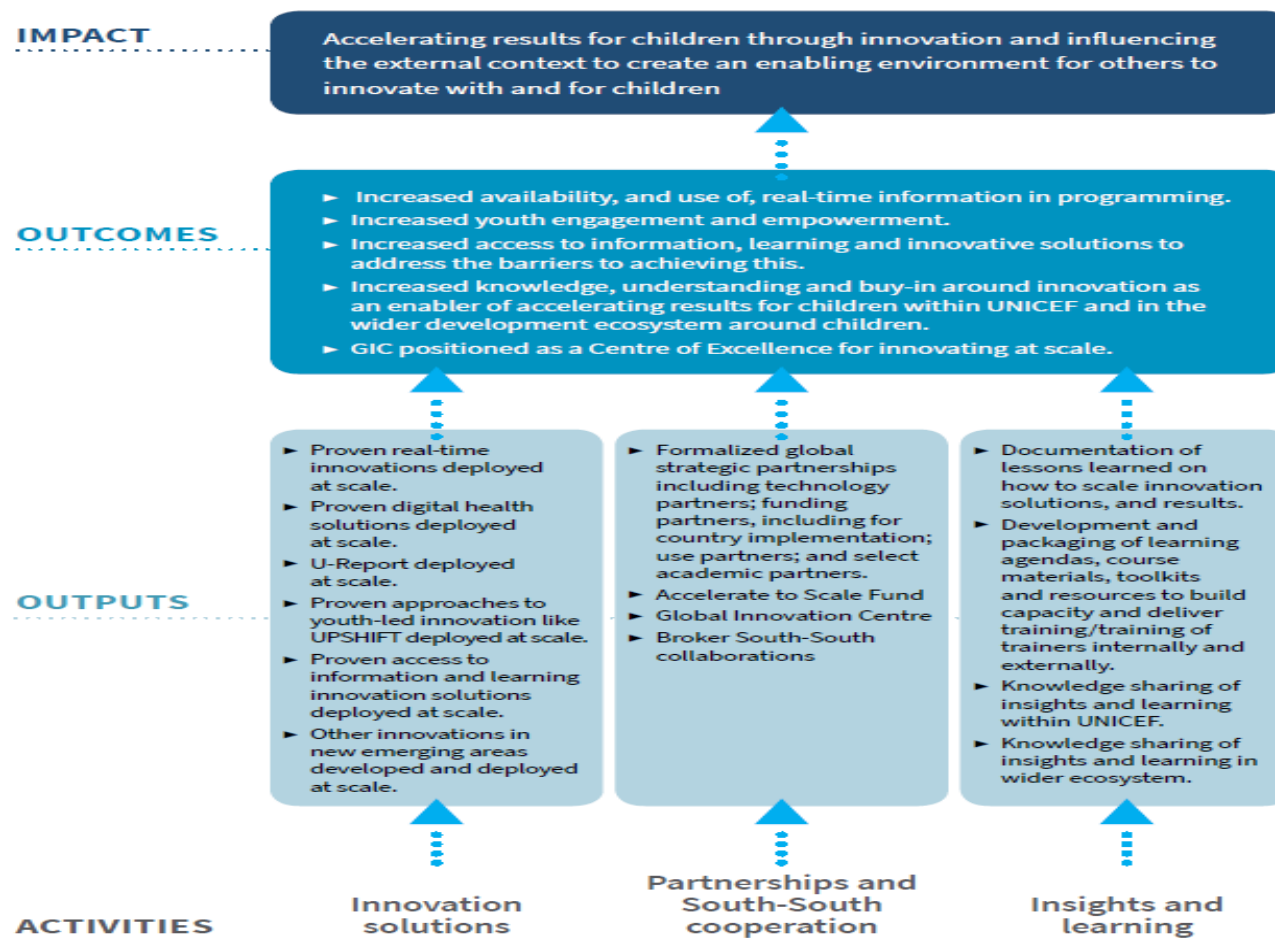
49. Additional requirements for deliverables: The evaluation manager will need 72 hours to review each deliverable. The Evaluation Reference Group and the Advisory Group will need at least two weeks to comment on the draft inception summary, the institutional assessment, the regional case studies and the draft evaluation report.

50. All reports must be in Microsoft Word format, and presentations must be in Microsoft PowerPoint. The Evaluation Office will have access to all data collected for the evaluation, including anonymised summaries of interview transcripts, survey data, photos/videos taken, and analyses produced, including any resources needed to replicate them. Graphs, charts, and maps used in final documents or presentations must also be available in an editable format.

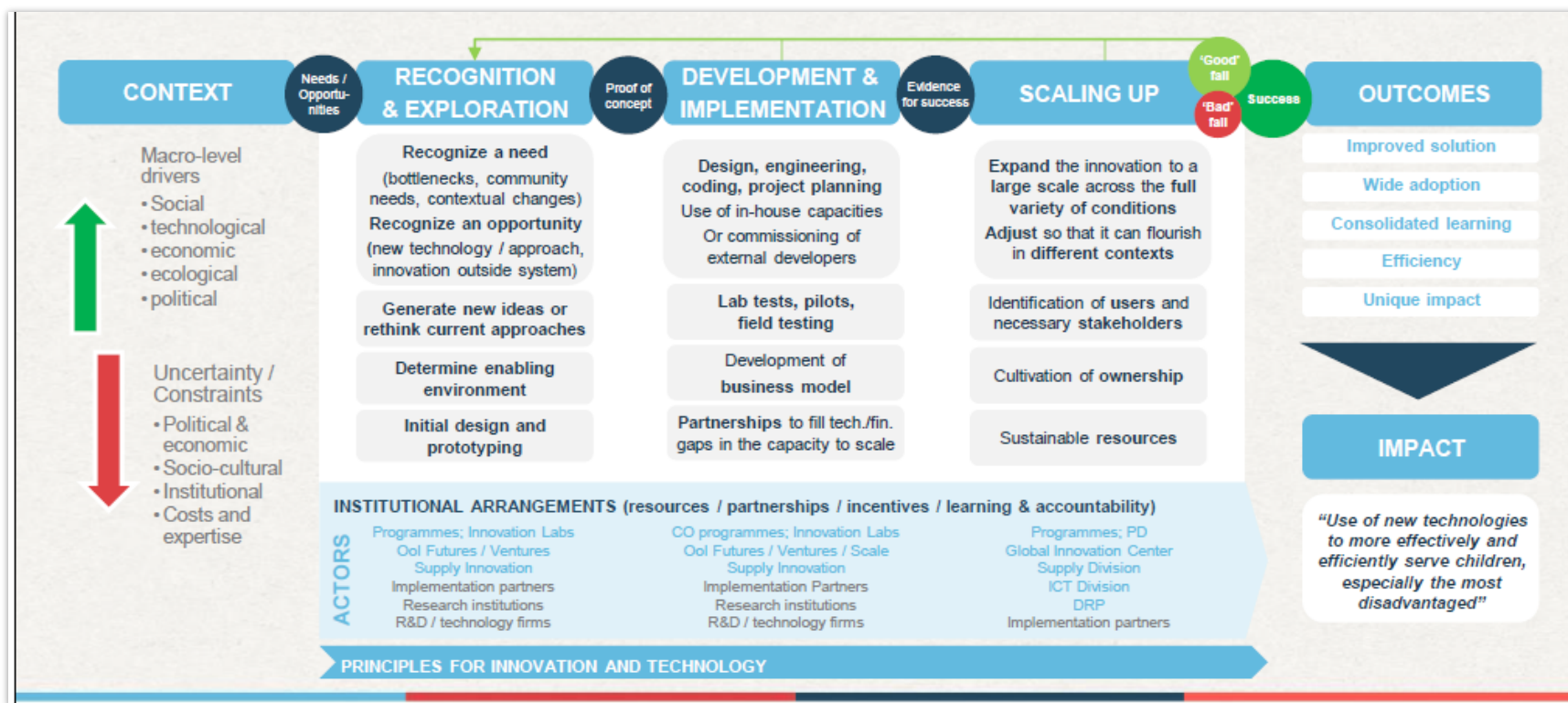
51. Deliverables must be in professional-level standard English, written in concise, clear, and easy-to-understand language, and comply with the most recent UNICEF Style Book and the UNICEF Brand Book. Reader-friendly techniques such as bullet points, tables, graphs, photos, or videos embedded in presentations, reports, and other visualisation methods are strongly encouraged and desired. Final evaluation products will be available on the UNICEF evaluation website and widely shared with key stakeholders

Annex 1: Theory of Change for Innovation Nodes





³² UNICEF, (2017). [Pathways to change, pathways to results for every child](#). UNICEF, New York. p.12. Please also note that a more recent retrospective ToR has been put together and it will be shared with the evaluation team.



³³ This draft theory of change was constructed for the first evaluation of innovation work, completed in 2018.

Annex 4: Change Strategy for Digital Transformation (to inform digital innovation)

