

Evaluation of UNICEF's Response to the Level 2 Cholera and Cyclone Freddy Emergencies in Malawi and Mozambique

TERMS OF REFERENCE

Summary

Type of Contract	Institutional Contract			
Title of the Evaluation	Evaluation of UNICEF's Response to the Level 2 Cholera and Cyclone Freddy Emergencies in Malawi and Mozambique			
Purpose	The evaluation aims to strengthen UNICEF's accountability to affected populations, partners, and donors supporting the response to the Level 2 cholera and Cyclone Freddy emergencies in Malawi and Mozambique. The evaluation will also support learning on how to improve preparedness for and response to future emergencies to contribute to building resilience and strengthening the humanitarian-development-peace nexus.			
Objectives	<ol style="list-style-type: none"> 1. Provide an assessment of UNICEF's response to the Level 2 cholera and cyclone Freddy emergencies in Malawi and Mozambique vis-a-vis issues of appropriateness/relevance, effectiveness, efficiency, connectedness and coordination/partnerships, with a specific focus on the adaptiveness/ responsiveness of the UNICEF response and how it has addressed issues for children, adolescents, and women, including those with disabilities, marginalization, or deprivation. 2. Assess the extent to which emergency preparedness and procedures enabled UNICEF to respond effectively. This should include reviewing the extent to which UNICEF has incorporated lessons learned from responses to previous emergencies; as well as whether and how the Emergency Preparedness Platform (EPP), Human Resources (HR)/surge capacities, Partnerships, L2/PC Emergency Procedures, coordination mechanisms, supply prepositioning and distribution monitoring, data and monitoring systems, social protection/shock responsive systems that were established enabled a timely and effective UNICEF response. 3. Draw out key learning and specific sectoral, cross-sectoral and operational recommendations to strengthen UNICEF's humanitarian-development-peace nexus bridging and preparedness for future emergencies through risk-informed country programmes. 			
Expected cost	\$220,000 (\$150,000 from Mozambique CO and \$70,000 from Malawi CO)			
Location	Lilongwe, Malawi and Maputo, Mozambique, with travel to affected districts			
Duration	7.5 months			
Start Date	16th October 2023			
Reporting to	UNICEF Eastern and Southern Africa Regional Office (ESARO)'s Evaluation Section			
Grant reference, Activity and WBS details	Country Office	WBS	Grant	Amount
	Mozambique	6890/A0/07/880/007/003	Non-grant	\$75,000
	Mozambique	6890/A0/07/880/008/004	GE230008	\$20,000
	Mozambique	6890/A0/07/880/008/004	Non-grant	\$30,000
	Mozambique	6890/A0/07/880/009/004	Non-grant	\$25,000
	Malawi	2690/A0/06/880/004/003	Non-grant	\$42,137.53

	Malawi	2690/A0/06/880/004/003	SM230304	\$17,893
	Malawi	2690/A0/06/880/004/003	SM230304	\$6,226.97
	Malawi	2690/A0/06/880/004/003	SM230207	\$3,742.50
Is consultancy assignment in the approved AWP?	Yes			
If yes, attach copy of the approved page	2023 ESARO Annual Procurement Plan (Goods and Services)			

1 Introduction

A Level 2 (L2) Corporate Emergency Activation Procedure (CEAP) for the cholera outbreak in Malawi was triggered on 10 March 2023. Tropical Cyclone Freddy made a record second landfall in Zambesia, Mozambique on 12 March, affecting four provinces of Mozambique and southern Malawi, building on the first landfall that occurred on February 24 in Vilankulos district in Inhambane province. The cyclone brought strong winds, torrential rains, flooding, and mudslides that led to destruction of homes, and significant infrastructure damage, including health facilities, roads and bridges, and exacerbated what was already a devastating cholera outbreak in both countries. This compounded an already complex humanitarian situation in Mozambique where millions of people had been affected by conflict in the northern provinces. On 23 March, UNICEF expanded the L2 CEAP scale-up for the cholera outbreak in Malawi to cover Mozambique, and include 1) response to floods and overall impact of Tropical Cyclone Freddy in both Malawi and Mozambique and 2) response to ongoing cholera outbreak in Mozambique, until 9 September 2023.

In accordance with the coverage norms of UNICEF's Evaluation Policy 2023, short-term level two (L2) emergencies must be evaluated at least once and protracted L2 emergencies should be evaluated once every three years. Such L2 evaluations are conducted by the Evaluation Section of the respective UNICEF Regional Office.

These terms of reference present a brief description of the crises and UNICEF's response; the scope, objectives and key questions of the evaluation; evaluation methodology; stakeholder involvement; roles and responsibilities; evaluation process; deliverables; and evaluators' qualifications.

2 Background

Situation Overview & Humanitarian Needs

A total of thirteen (13) countries in the Eastern and Southern Africa region have reported devastating cholera outbreaks since the beginning of 2023: Burundi, Ethiopia, Eswatini, Kenya, Malawi, Mozambique, Somalia, South Africa, South Sudan, Tanzania, Uganda, Zambia, and Zimbabwe. Bearing the heaviest burden, Malawi is witnessing its worst cholera outbreak on record, placing an estimated 18 million people at risk, including 9.2 million children.

Malawi

First declared on March 3, 2022, the cholera outbreak in Malawi has continued through the dry season on the heels of tropical storm Ana (January 2022) and Cyclone Gombe (March 2022). With the onset of the rainy season (November 2022 – March 2023), the cases and deaths, both at facility and community levels, escalated, and on December 5, 2022, the President of Malawi declared the outbreak a public health emergency. The Government is responding to Cholera; however, the health and social systems are fragile and need continued support. The country has also been facing challenges related to a broader trust in government issues manifesting in vaccine hesitancy and lack of trust in the health system, leading to serious tensions in some communities and attacks on health care workers and treatment centres. Therefore, on March 10, 2023, UNICEF activated a Level 2 (L2) Corporate Emergency Activation Procedure (CEAP) Scale-up for the Cholera outbreak in Malawi.

On March 13, 2023, Tropical Cyclone Freddy moved inland from the coast of Mozambique towards southern Malawi. The cyclone brought strong winds, torrential rains, floods, and mudslides that have collided houses and

damaged infrastructure, including hospitals, schools, health centres, roads and bridges in Malawi and Mozambique. Heavy rains continued in the ensuing days in both countries, leading to widescale floods and landslides.

In Malawi, according to the Department of Disaster Management Affairs (DODMA), the cyclone affected at least 2.5 million people¹ (including 51 per cent female and 56 per cent children), 659,278 were displaced, 2,186 were injured and 679 were killed. The 659,278 displaced were housed in 776 camps. The movement of people out of Internally Displaced Persons (IDPs) sites continues. On August 31, 607,761(94 per cent) IDPs returned to their homes/communities; however, 20 are still active, hosting 51,157 people in 06 districts. Existing camps are scheduled for relocation to new land, as their original locations are deemed too hazardous.

The cyclone hit the country while Malawi struggled with one of the most severe cholera outbreaks. Some of the zones affected by the cyclone were among those with the highest case fatality rate for Cholera. As a result, Cholera spread to all 29 districts in Malawi, affecting 4.85 million people. From the start of the outbreak in February 2022, over 58,998 cumulative cases and 1,768 deaths (Case fatality rate of 3.0%) have been reported as of September 4, 2023. Of the total cases, 28% are children, and 39% are 20-29 years age young people. On gender disaggregation, females constitute 44% of cases, and males constitute 56%.

Mozambique

In Mozambique, Cyclone Freddy’s first landfall struck the province of Inhambane in late February causing infrastructure damage and flooding. However, the second landfall on 12 March was much more significant bringing strong winds and heavy rains to Zambezia, directly in the eye of the storm, and to a lesser extent Sofala, Manica, Tete and Niassa provinces. Some provinces received as much rain in 24 hours as they would normally experience in one month of a typical rainy season. The cyclone was also at the end of the rainy season when lands were already saturated and river basins and dams were full. Over one million people in five provinces were affected by the cyclone and related flooding of whom 73.7 per cent were in Zambezia. During and immediately after the storm, people sought shelter in accommodation centres, mainly schools. In total, over 184,000 people were temporarily displaced. Infrastructure damage included 98 health facilities, six water supply systems, and 250 water points were affected and nearly 967 km of road was damaged. In addition, over 2,850 classrooms were destroyed affecting nearly 328,000 students and 5,551 teachers.

The cyclone’s second landfall in Mozambique came on the back of a complex humanitarian situation, with 2 million people affected by conflict in the north, a multi-year nationwide polio outbreak response campaign, 200,000 already affected by the cyclone’s first landfall in late February 2023, and seven provinces affected by an ongoing cholera outbreak. As UNICEF and partners were already mobilised by the multiple ongoing emergencies, additional needs created by the cyclone and cholera outbreak called for additional capacity.

As of 16 March 2023, nearly 9,000 cholera cases were reported in 38 districts from seven provinces, a doubling of reported cases since early February. Cholera spread geographically and rising floodwaters derived from Freddy’s double landfall, along with the limited coverage of health and WASH services and high levels of food insecurity, contributed to further spreading. Cholera is endemic in Mozambique and the current outbreak in the country started in Niassa province on 14 September 2022, the situation worsened after heavy rains in February

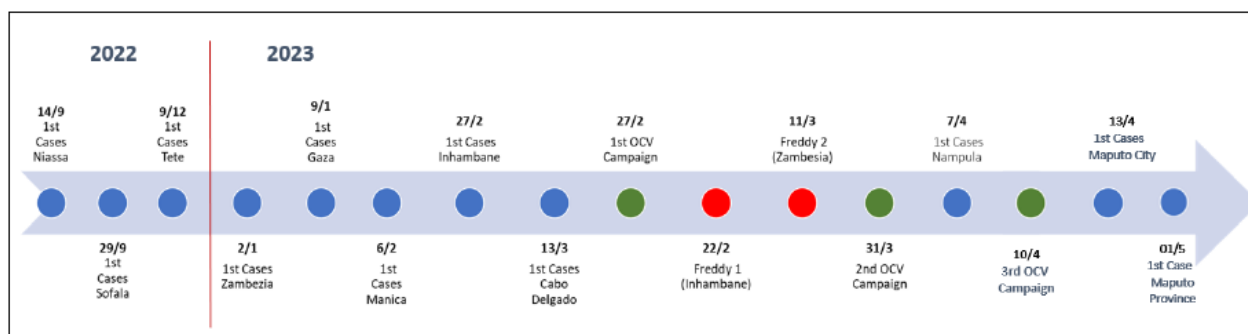


Figure 1: Key dates for the cyclone Freddy and cholera outbreak in Mozambique, 2022-2023

¹ HUMANITARIAN SITUATIONAL ANALYSIS MALAWI DEPARTMENT OF DISASTER MANAGEMENT AFFAIRS, INTER AGENCY ASSESSMENT REPORT - MARCH 2023

2023. The total cumulative cases since the start of the outbreak stands at 34,306 and only 144 deaths². It had reached 11 provinces and 67 districts; but as of 3 September 2023, 64 districts have ended the outbreak. In the past 5 weeks, only three districts in Nampula and Cabo Delgado provinces have reported new cholera cases.

UNICEF Response and Funding Overview in Malawi

UNICEF Malawi requested US\$ 87.7 million through the 2023 Malawi Humanitarian Action for Children (HAC) appeal to provide lifesaving assistance to children and women in Malawi. As of midyear, UNICEF Malawi has secured US\$ 18.1 million. As of 30 June, with the funds received, UNICEF has reached at least 3.4 million people including 1.5 million children aged 6 -59 months and 687,789 primary school going children with life-saving interventions in Health, WASH, Nutrition, Education, Child Protection, Social Policy (cash-based interventions).

The following is a summary of the results achieved in Malawi as of 31 August 2023:³

Sector	2023 target	Total results
Health		
800,000 children and women accessing primary healthcare in UNICEF-supported facilities	800,000	1167282
14,000 healthcare workers trained in case management, infection prevention and control, and water and sanitation for health facility improvement	14,000	11972
36,000 children and adults accessing Treatment for Cholera in cholera treatment units provided with supplies by UNICEF	36,000	33633
31,900 Adolescents who have appropriate and lifesaving information on how and where to access interventions on HIV prevention, care and Treatment	31,900	20,242
WASH		
3,300,000 people accessing a sufficient quantity and quality of water for drinking and domestic needs	3,300,000	1,792,408
450,000 people accessing appropriate sanitation facilities	450,000	201,911
350 learning facilities and safe spaces reached with basic WASH services	350	283
6,500,000 people reached with critical WASH supplies	6,500,000	1,927,708
Nutrition		
62,067 children 6-59 months with severe wasting admitted for Treatment	62,067	23, 215
2,170,526 children 6-59 months screened for wasting	2,170,526	2, 191,576
607,877 primary caregivers of children 0-23 months receiving infant and young child feeding counselling	607,877	454, 759
79,642 adolescent girls 10-19 years old receiving iron/folic acid supplementation	79,642	52, 656
Child Protection/GBViE/PSEA		
181,863 children who have received individual Case Management	181,863	210,063
1,423,492 children, adolescents and caregivers accessing community-based mental health and psychosocial support	1,423,492	834,558
341,638 women, girls and boys accessing gender-based violence risk mitigation, prevention and/or response interventions	341,638	1,081,296
6,500,000 children and young people reached through awareness activities and UNICEF supported community mobilisation interventions on PSEA	6,500,000	5,239,072
120 UASC provided with alternative care and/or reunified	120	99
Education		
550,000 children accessing formal or non-formal education, including early learning	550,000	690, 724
150,000 children receiving individual learning materials	150,000	9, 180

² WHO.Cholera and Cyclone Freddy Emergency response. Weekly situation report 51

³ Malawi Humanitarian Situation report 1-30 August 2023

500 schools implementing safe school protocols (infection prevention and control)	500	504
20,000 children accessing MHPSS in their schools/learning programmes	20,000	7,360
Cross-sectoral (HCT, SBC, RCCE and AAP)		
9,720,000 people reached with gender- and age-sensitive, socially, culturally and linguistically appropriate lifesaving information (health, nutrition, education, child protection, hygiene and sanitation)	9,720,000	9,479,997
30 women's rights, adolescent girls and youth groups that have been consulted and/or participated in all phases of the programme cycle	30	27
777,600 people sharing their concerns and asking questions through established feedback mechanisms	777,600	231,067
Social Protection		
244,444 households benefitting from new or additional social assistance (cash/in kind) measures from governments with UNICEF technical assistance support	244,444	156,000 ⁴
24,222 households reached with UNICEF-funded humanitarian cash transfers across sectors	24,222 ⁵	0

Malawi Funding status as of 30th August: :

Funding Requirements as Per the UNICEF Country HAC 2023-Without EPF						
Appeal Sector	Requirements	Funds available (with EPF)			Funding gap	
		Humanitarian resources received	Other resources used	Total	US\$	%
Health	12,012,754	2,434,502	704,941	3,139,444	8,873,310	74%
WASH	31,842,720	9,071,439	54,688	9,126,127	22,716,593	71%
Nutrition	8,181,969	1,307,543	624,016	1,931,559	6,250,410	76%
Education	2,997,648	1,308,511	223,852	1,532,363	1,465,285	49%
Child Protection, GViE & PSEA	3,242,592	1,032,920	0	1,032,920	2,209,672	68%
Social Policy	5,435,424	443,686	0	443,686	4,991,738	92%
Cross-sectoral	23,999,613	2,898,664	0	2,898,664	21,100,949	88%
Total	87,712,720	18,497,266	1,607,498	20,104,764	67,607,956	77%

UNICEF Malawi has conducted a real-time evaluative review of both cholera and flood emergency responses. The final report is available with a comprehensive assessment of the situation under the OECD-DAC criteria and provides some key recommendations for all UNICEF programmes. As such the scope of the evaluation in Malawi need not be as exhaustive as the evaluation in Mozambique.

UNICEF Response and Funding Overview in Mozambique

As of 31 May 2023, UNICEF and partners in Mozambique had achieved the following key results:

WASH:

- More than 1.7 million people covered with WASH supplies (102%)
- More than 1 million people covered with Cluster/Case Area Targeted Interventions (52% of the target)
- 50 CTCs reached with WASH and IPC (108%)
- Over 65,000 people had access to safe water in cyclone and cholera-affected areas
- Over 52,000 people had access to appropriate sanitation facilities
- Over 257,000 people were reached with hand washing behavior-change programmes

SBC/RCCE:

⁴ 156,000 households were beneficiaries of the 2022/23 Lean Season

⁵ Fundraising efforts are ongoing.

- 2.7 million people reached with key messages on cholera prevention using multiple communication and community platforms
- Around 34,000 community actors engaged in the response in affected districts

Health

- UNICEF supported the OCV campaign which enabled the immunization of 2.5 million people against cholera
- Over 62,000 people were able to access primary healthcare
- 304 healthcare workers received PPE
- 80 healthcare staff and community health workers trained on IPC

Child Protection

- Over 32,000 children and caregivers accessed community-based MHPSS
- Over 1,300 children received case management support

Education

- Over 70,000 children accessed formal and non-formal education including early learning
- 66 teachers trained on education in emergencies

Nutrition

- Over 3,000 children 6-59months with severe wasting admitted for treatment
- Over 77,000 children 6-59months screened for acute malnutrition and received routine vitamin A supplementation
- Over 25,000 primary caregivers of children 0-23 months received IYCF counselling

Disabilities

- UNICEF has ensured that humanitarian cash transfers (HCT) for vulnerable groups targeting persons with disabilities.
- UNICEF has also supported inclusive needs assessments.
- The Protection Cluster Needs Assessment tool has specific questions related to disability, gender and GBV.
- UNICEF collaborates closely with the umbrella Organization of Persons with Disabilities – FAMOD.

Mozambique funding status for the Cyclone/Cholera Response as of July 2023:

Appeal Sector	Appeal Requirements (\$) (Freddy/Cholera revised HAC)	Total Available (received + RR/ORR)	Funding Gap	
			\$	%
Nutrition	2,808,880	1,450,386	1,358,494	48%
Health	11,669,578	2,210,970	9,458,608	81%
WASH	40,400,321	7,076,709	33,323,612	82%
Child Protection	780,000	661,676	118,324	15%
Education	13,983,417	2,490,350	11,493,068	82%
RCCE & SBC	4,600,109	1,728,400	2,871,709	62%
Gender, Disability, Adolescents	725,760	0	725,760	100%
PE/OE & Coordination		2,569,271	0	0%
PSEA	229,841	281,000	0	0%
Total	75,197,906	18,468,761	56,729,145	75%

3 Purpose and Objectives of the Evaluation

The UNICEF Eastern and Southern Africa Regional Office (ESARO) is proposing an evaluation of UNICEF's response to the Level 2 cholera and cyclone Freddy emergencies in Malawi and Mozambique. The purpose of the evaluation is to strengthen UNICEF's accountability to affected populations, partners, and donors supporting

the response. The evaluation will also support learning on how to improve preparedness for and response to future emergencies that contributes to building resilience and strengthening the humanitarian-development-peace nexus. The objectives of the evaluation are to:

1. Provide an assessment of UNICEF's response to the Level 2 cholera and cyclone Freddy emergencies in Malawi and Mozambique vis-a-vis issues of appropriateness/relevance, effectiveness⁶, efficiency, connectedness⁷ and coordination/partnerships, with a specific focus on the adaptiveness/responsiveness of the UNICEF response and how it has addressed issues for children, adolescents and women, including those with disabilities, marginalization or deprivation.
2. Assess the extent to which emergency preparedness and procedures enabled UNICEF to respond effectively. This should include reviewing the extent to which UNICEF has incorporated lessons learned from responses to previous emergencies, as well as whether and how the Emergency Preparedness Platform (EPP), Human Resources (HR)/surge capacities, Partnerships, L2/PC Emergency Procedures (EP), coordination mechanisms, supply prepositioning and distribution monitoring, data and monitoring systems, social protection/shock responsive systems that were established enabled a timely and effective UNICEF response.
3. Draw out key learning and specific sectoral, cross-sectoral and operational recommendations to strengthen UNICEF's humanitarian-development-peace nexus bridging and preparedness for future emergencies through risk-informed country programmes. The evaluation will form a basis for future plans to enhance UNICEF's emergency capacity in Malawi and Mozambique, which can also be used to support other COs.

In line with the dual learning and accountability purpose, the evaluation is expected to generate actionable recommendations on how to prepare for future concurrent emergencies, while also reflecting on key opportunities of linking humanitarian with development action for a strengthened and resilient public sector support to future emergencies. The evaluation will provide structure for reflection and learning and will adhere to principles of participation and utilization.

Additionally, the evaluation will look into whether UNICEF was ready to address the necessary programmatic and operational risks, looking into specific internal and external barriers which may have emerged when responding to humanitarian needs of the affected populations.

At the end of the process, a chapeau of the response across both countries and two country-specific evaluation reports of UNICEF's response to the L2 Cholera and Cyclone Freddy Emergencies in Malawi and Mozambique will be produced. The reports will also feed into the design and implementation of the new Malawi CPD and the MTR of the Mozambique CPD.

The primary audience for this evaluation is UNICEF staff, management, and regional advisors who were responsible for leading the UNICEF response to the L2 cholera and cyclone Emergencies in Malawi and Mozambique (cyclone Freddy specific). The evaluation's findings may also be shared with key counterparts, in addition to the main stakeholders involved in this evaluation at the community level.

The evaluation will be:

- Driven by questions and issues confronting UNICEF's programming approach and preparedness strategies that identify priority areas, gaps, and areas of focus for the post-L2 phase.
- Designed to capture system dynamics and strategies and ideas ('what works') that respond to the emerging and evolving context.
- Timed to strategically feed into the reflections on and development of the post-L2 strategy and preparedness planning, as well as the new Malawi CPD and the MTR of the Mozambique CPD.
- Intended to build upon (and not duplicate) the Real Time Evaluative Review (RTER) of the Malawi Emergency Response and any After Action Reviews that have been conducted. The evaluation will draw information from the RTER report under the OECD-DAC criteria and for Malawi shall ensure customizing the inception report in view of the areas less covered by the RTER report.

⁶ The timeliness of UNICEF's action will be looked at as part of the 'effectiveness' criterion.

⁷ Connectedness can be conceived as the equivalent of the 'sustainability' criterion applied to humanitarian action.

4 Scope of the Evaluation

Institutional scope: While noting the multi-agency dimensions in the cholera and cyclone response, in particular the role played by other UN agencies, this evaluation is limited to evaluating the work of UNICEF and its downstream partners in responding to the crisis. However, such an evaluation needs to take into account the wider framework of the response, including that of the Government counterparts (both at national and district levels), the UN system as a whole, the donor community, the international non-governmental organizations and national civil society organizations and agencies involved in the response, in analyzing the respective role UNICEF plays in this response mix and the related expectations of stakeholders in regard to UNICEF's response. Within UNICEF, the evaluation will focus on the cholera and cyclone response implemented by Malawi and Mozambique COs (and as per the UNICEF response plans), and will assess interactions, coordination, roles and responsibilities (including clusters led by UNICEF where applicable), and support from and expectations of the UNICEF East and Southern Africa Regional Office (ESARO) and UNICEF's headquarters in New York and UNICEF's Supply Division in Copenhagen (in relation to emergency supplies and procurement services provided).

Programmatic scope: The UNICEF cholera and cyclone emergency response plans reinforce UNICEF's 'integrated approach' to emergency response, bringing together Health, Child Protection, WASH, Social Protection, Nutrition, Education, Community Development and Resilience and SBC/RCCE, with PSEA, gender and disability as cross-cutting themes. The evaluation will focus on the appropriateness/relevance, connectedness, effectiveness, efficiency/timeliness and coordination of the programmatic response, taking into account both specific sectoral responses and more multi-sectoral dimensions. This will include UNICEF's preparedness for the response, effectiveness of mobilizing partnerships with CSOs and donors, the level of internal and external coordination/partnerships contributing to success or failure factors, the adaptiveness/responsiveness of the response, the child-centred aspect of the response, and how it has addressed gender, disability and age vulnerabilities, including marginalization, deprivation, violence and abuse. Using appropriateness, effectiveness and connectedness/coherence criteria, the evaluation will also consider the humanitarian-development-peace nexus with a view to mid- to long-term planning and risk-informed programming.

Operational scope: The evaluation will assess the timeliness, effectiveness and efficiency of the UNICEF response in terms of ensuring timely delivery of supplies based on needs; the timeliness and effectiveness of UNICEF scale up efforts and staffing deployments—both internal and external (including duty of care); the quality and inclusiveness of internal collaboration and cohesion on operational aspects of the response planning and implementation; the relevance of financial modalities, governance and assurance procedures and measures introduced; application of the L2 emergency procedures and will reflect on operational opportunities, best practices, and challenges for rapid scale up within the two countries.

Geographic focus: The evaluation will assess UNICEF's humanitarian action across the areas affected by the crises, both urban and rural locations, including areas of displacement (temporary shelters), relocation and resettlement, where present, and hard-to-reach areas, wherever possible. Along these lines, primary data collection from key informants will be prioritized in the most affected areas of the countries including, but not limited to the following:

- Malawi: Chikwawa, Nsanje, Blantyre, Chiradzulu, Phalombe, Mulanje, Machinga and Zomba. However, the evaluation team would not need to visit all the districts. It needs to discuss the geographical scope of evaluation during the inception discussion. The must visit are Chikwawa, Nsanje and Blantyre.

- Mozambique: Zambézia (Quelimane, Nicoadala, Namacurra, Maganja da Costa); Sofala (Beira, Nhamatanda, Marromeu, 8aía), Tete (Doa, Mutarara), Niassa (Mecanhelas).

At the inception phase, the evaluation team will establish a methodology for sampling and visiting affected localities where UNICEF provided its emergency response.

Time frame: The evaluation will consider the entire span of the UNICEF emergency response to cholera and Cyclone Freddy in Malawi and Mozambique, starting from when the cholera outbreak was first declared in Malawi on 3 March 2022, through the activation of UNICEF's Level 2 CEAP for the Malawi cholera crisis on 10 March 2023; and the expansion of the L2 to Mozambique on 22 March 2023 with some reflections back to February when the cyclone first struck, and covering the ongoing response through 9 September 2023. The

evaluation will also consider the preparedness plans and actions in place prior to the emergencies. The evaluation itself will take place from October 2023 until May 2024, timed to strategically inform the new CPD in Malawi and MTR in Mozambique.

5 Key Evaluation Questions

In line with the objectives outlined above, the following table lists a set of key evaluation questions that will drive the evaluation. Per [OECD DAC evaluation standards](#), the evaluation objectives and questions will determine the application of criteria. The criteria will be agreed upon once the evaluation questions are fine-tuned during the inception phase, with the identification of more specific sub-questions for each country's context, allowing them to be contextualized as appropriate, to ensure relevance and utilization of the exercise once the evaluation team is on board and the Evaluation Reference Groups are established.

Key Evaluation Question 1: How well has UNICEF responded during the L2 emergencies in Malawi⁸ and Mozambique? To what extent does UNICEF's response meet the following criteria (and why):

- 1.1. Effectiveness – achieving stated response plan objectives (and HAC targets), multi-sectoral and integrated vs. a siloed approach, effect and mitigation of external factors, timeliness, adaptiveness and responsiveness, accountability to affected populations, in particular women and children including those with disabilities;
- 1.2. Relevance – in terms of whether the preparedness efforts adequately informed the response, the response prioritised the right interventions, interventions met the right needs, sector strategies were aligned with emergency response priorities, the impact was measured;
- 1.3. Efficiency – implementation of simplified procedures, scaling up, HR structure and response capacity, deployments (internal and external), use of financial resources, resource mobilization efforts, mobilizing partnerships, duty of care, coordination mechanisms, supply prepositioning, data and monitoring systems, social protection/shock responsive systems;
- 1.4. Coverage and proportionality - in scaling up for adequate coverage, reaching all demographic populations of vulnerability and marginalization (last mile delivery), consideration of gender equality GBV and disability inclusion during the response, including how UNICEF has been gender-responsive and disability-inclusive across its efforts and sensitive to the needs of the most vulnerable groups affected by the emergency (e.g., communities in hard-to-reach areas, persons with disabilities; female headed-households; adolescent girls; separated or unaccompanied children, etc.);
- 1.5. Quality and coherence - consistent with relevant UNICEF standards and policies, i.e., CCCs, Public Health Guidance for cholera response and simplified procedures;
- 1.6. Connectedness (sustainability from a humanitarian perspective) - longer-term considerations incorporated into response interventions, contribution to resilience-building, laying the groundwork for the humanitarian-development-peace nexus;
- 1.7. Coordination - both internal (within COs, RO, and HQ) and external (particularly with other UN agencies and national governments), leadership of and participation in relevant clusters, consideration of comparative advantage, alignment with other actors aiming to avert duplicative efforts?

Key Evaluation Question 2⁹: How well prepared and equipped was UNICEF to respond to multiple, concurrent emergencies?

- 2.1. To what extent have the emergency preparedness and procedures been used by and enabled UNICEF to respond effectively? (e.g. L2/PC Emergency Procedures, the Emergency Preparedness Platform (EPP), Standard Operating Procedures (SOPs), Human Resources (HR)/surge capacities (including regional/local rosters), Partnerships, humanitarian/contingency PDs, coordination mechanisms, supply

⁸ The RTER report provides a comprehensive overview of what worked well and what did not in Malawi for most of the OECD/DAC criteria. Therefore, the focus for Evaluation Question 1 for Malawi shall be on coordination and connectedness criteria, with some further examination of AAP and adaptiveness under effectiveness, to be confirmed during the inception phase.

⁹ Some of the below questions may have already been examined in the Malawi RTER; therefore, only those that were not will apply for Malawi.

repositioning, data and monitoring systems, social protection/shock responsive systems, and examining its effects on support (by sector) at communities, health centers and schools.) If certain procedure(s) instead created a bottleneck and therefore requires revision, it should be noted.

- 2.2. To what extent has UNICEF incorporated lessons learned from responses to previous emergencies in the two countries? Have we, as an organization, improved over the years in how well prepared we are to effectively respond?
- 2.3. What challenges and lessons for UNICEF's emergency preparedness planning have emerged as a result of the L2 emergencies? What should we avoid doing again? What should we keep doing/strengthen to improve future preparedness for similar health and humanitarian emergencies?

Key Evaluation Question 3: What actions are required in order to strengthen the humanitarian-development-peace nexus and preparedness for future emergencies through risk-informed country programmes?

- 3.1. How can UNICEF build resilience after the L2 emergency phase by:
 - 3.1.1. Identifying the long-term needs (by districts, sectors, partners) after the emergency response?
 - 3.1.2. Using lessons from the response to align/inform its contributions to national preparedness and action plans?
 - 3.1.3. Preparing for the next emergency including aspects such as HR, supply, procedures, financial security, coordination, etc.?
- 3.2. How can UNICEF better link humanitarian and anticipatory actions in its longer-term programming, i.e. risk-informed country programmes?
 - 3.2.1. Which strategies or approaches better ensure a link between emergency response and long-term/regular programming and vice-versa (e.g. systems strengthening, early warning, trigger-based programming, output-oriented actions, and adaptive response through crisis modifiers)?
 - 3.2.2. How are the (ongoing and forthcoming) country programs of UNICEF in Mozambique and Malawi being adjusted to the new context with more (intense) humanitarian situations and are they effectively linking the emergency response to longer-term development goals?
 - 3.2.3. How has resource mobilization helped or hindered the humanitarian-development-peace nexus and how could it be improved (with focus on underfunded sectors)?

The key evaluation questions identified above are the jumping off point for the evaluators to further elaborate during the Inception Phase of this evaluation in a detailed evaluation matrix, and then transition to the Implementation Phase.

6 Evaluation Approach and Methods

The methodology described in this section is indicative and evaluators are expected to adapt and integrate the approach and propose adjustments needed to undertake the assignment. These can include additions to the evaluation design, approaches to be adopted, appropriate sampling strategy, data collection and analysis methods, and an evaluation framework. The proposals should also refer to methodological limitations and mitigation measures.

The design of the evaluation will adopt a utilization-focused and theory-based approach in assessing the effectiveness of the UNICEF response to the Level 2 cholera and cyclone emergencies in Malawi and Mozambique against their intended aims. During the process, the evaluation team will assess regional and country strategies, validate their appropriateness and effectiveness, and help stimulate reflection on strengthening future preparedness and response activities.

This evaluation will also require measuring progress against stated objectives achieved, particularly for the questions related to effectiveness. Focus on outcomes will require measuring short-term and intermediary changes under the overall framework of effectiveness. The feasibility of assessing outcomes in a robust way will have to be examined during the inception phase of the evaluation, with several options proposed.

Overall, the evaluation requires an analysis at both the national and regional levels. Considering the strategic level focus, it is expected that a mixed-methods approach will be used, and evidence will be collected through an extensive/comprehensive desk review that builds on the real-time evaluative review already conducted in Malawi, the after action reviews in Malawi and Mozambique, and is complemented by a range of qualitative, theory-based approaches (contribution analysis, qualitative impact assessment protocol- QulP, outcome mapping). Other suggested data collection methods include, but are not limited to, semi-structured interviews with key stakeholders, field visits, stakeholder surveys, focus group discussions, and other methods such as case studies and direct observation. Quasi-experimental approaches utilizing secondary, low-cost digital survey approaches may be considered, subject to the availability and quality of data and other context-specific conditions. Complementary data sources, such as U-Report, interactive voice recording, geo-spatial data and others are potentially important means to answer some evaluation questions.

To guarantee inclusion, accuracy and credibility of the evaluation's findings, primary data collection and subsequent analysis will be sex and age-disaggregated, to the extent possible. Data collection should further attempt to gather the views of the diverse universe of stakeholders/social groups affected by the crises, particularly the most vulnerable (e.g., hard-to-reach communities; households that have encountered significant destruction of assets and livelihoods; resettled communities; women and girls; people with disabilities; unaccompanied/separated children; etc.).

Further to this, it is expected that the evaluation applies a strong human and child rights, equity, disability inclusion, age and gender focus by: i) including human rights, equity and gender in learning agenda questions; ii) making evaluation methodology and data collection and analysis methods equity and gender-responsive; and iii) reflecting human and child rights, equity, disability, age and gender analysis in evaluation findings, conclusions and concrete recommendations and action points that can be addressed in the design of the longer-term strategy both for a better integration of human rights, equity and gender in the response, and for strengthened results for children.

Data and information collected will be triangulated to ensure soundness and cross-validated at key points in time, as deemed relevant by the evaluation team, through in-country briefings with stakeholders. Without compromising the independence of the exercise, the evaluation is by design participatory in nature and built around regular interaction with key stakeholders. With a strong focus on utilisation, the approach of the evaluation will concentrate on engaging with the principal users of the evaluation focusing on use of the findings and recommendations by all key stakeholders, i.e. UNICEF country and regional offices, key stakeholders and focal points in national and sub-regional government ministries and departments, partner organizations (including NGOs, CSOs, women-led organizations, organizations of persons with disabilities), and UN agencies in Malawi and Mozambique. The expectation is that the evaluators would engage with staff to discuss, reflect, and incorporate findings in, and tailor recommendations to, key decision-making processes. This requires a commitment of time from the response team staff as well as a willingness to permit the evaluation team access to meetings, correspondence, and other relevant data.

7 Evaluation Phases, Workplan and Payment Schedule

Phase 1: Inception Phase (October-December 2023)

The inception phase will begin with an initial introductory call with the ESARO Evaluation Manager and key staff from the Malawi and Mozambique country offices and ESARO. Initial documents will be shared and a date agreed for the official **① kick-off meetings** where the evaluation's initial plans will be shared and learning objectives discussed.

During the Inception Phase, the evaluators will review existing secondary data and documentation such as the Real Time Evaluative Review of the UNICEF Malawi Response to the Cholera and Floods Emergency; UNICEF and interagency After Action Reviews; SitReps; Humanitarian Appeals; UNICEF emergency response plans, field reports, EMT updates/minutes, donor/public updates, cholera outbreak investigation and initial response reports; partnerships with implementing partners, monitoring indicators and reports; analysis of funding information and fundraising efforts, HR and supply data; assessment of COs' preparedness and contingency plans reflected in the Emergency Preparedness Platform (EPP), L2 dashboards, etc. Other data sources include information made available through Integrated Outbreak Analytics and its use; DHIS, geo-spatial data, RapidPro, Google analytics and social media and social listening analytics. This phase will also require a preliminary round

of stakeholder engagement to help validate and vet the focus and questions as part of developing the evaluation matrix.

During this phase, the evaluators will develop the conceptual framework for the evaluation, which includes a detailed evaluation matrix (showing how each evaluation question will be answered by identifying sub-questions, indicating the relevant data sources, how a judgment will be made by identifying indicators or benchmarks) and an action plan for conducting the exercise. The evaluation team will also develop a detailed methodology and data collection instruments. Additionally, the evaluation team will be expected to undertake a 'light' evaluability analysis of assessing outcomes. During this phase, the evaluation team should be briefed by relevant UNICEF staff on key concepts and principles underpinning UNICEF's humanitarian action in the country, ensuring a sound and coherent understanding of such principles, prior to the start of the exercise.

As mentioned above, a Theory of Change (ToC) approach (including reconstructing a theory of change for the response) will be used in consultation with stakeholders, as appropriate. Discussions of the ToC will focus on mapping the assumptions behind the response's desired change(s) and the causal linkages between the intervention(s) and the intended outcomes. As part of this analysis, the implementation of the response over the evaluation period will also be examined, covering UNICEF's capacity to adapt to the changing context in Malawi and Mozambique. Responsiveness to changing needs and priorities of the response will also be examined.

This phase will enable the evaluation team and UNICEF to reach a common understanding as to the nature of the task, the questions to be addressed, the sources and methods to be used, and the outputs to be delivered. It will also enable the evaluation team to undertake initial consultations with key informants, and to review the available data and documentary material, including material generated in the scoping phase.

The primary output from this phase will be an ② **inception report**, a draft of which will be circulated for comments internally, and then externally with the Evaluation Reference Groups in each country, and this will form the mutually agreed basis for conducting the evaluation. It should include a contextual analysis, an evaluation matrix, detailing the questions to be asked together with related indicators, how judgments will be formed and likely sources of verification. As part of the commenting process, the evaluation team will also ③ **present the evaluation design and workplan** that will guide the implementation phase to the Evaluation Reference Groups (ERGs) in each country to facilitate their feedback. The inception report (including protocols and tools) would then have to undergo an ④ **ethical review** by Health Media Lab Institutional Review Board (IRB) for Research Ethics Review and Approval. The evaluators will respond to all queries by the IRB and adapt protocol/instruments as deemed necessary before commencing with data collection.

Phase 2: Implementation/Data Collection (January-February 2024)

During the Implementation Phase, data collection will use both qualitative and quantitative methods to answer the evaluation questions, including comprehensive desk reviews and structured analyses of secondary resources, alongside primary data collection across regional, national and district levels, in affected communities and with children and youth where possible, as per the evaluation matrix developed in the Inception Phase.

After collecting data, the expectation is that the evaluation team would share emerging findings quickly with users and would engage with the ERGs during two debrief sessions to discuss, reflect, refine, and confirm emerging findings, identifying any gaps or areas for further inquiry as the data collection phase wraps up.

The main outputs from this phase will be ⑤ **two presentations on the emerging findings at the debriefings from the missions.**

Phase 3: Data Analysis and Report Preparation (March 2024)

During this phase the team will analyse the data collected and prepare the drafts of the evaluation reports. This phase is intended to allow time for more detailed follow-up on key areas of the evaluation, cross-checking and validation of the provisional analysis from Phase 2, and filling of gaps in documentation, key informant interviews and other consultations, including with RO and HQ staff. This phase should also allow time for analysing the results of a survey (or multiple surveys) on relevant aspects of the UNICEF response.

The main outputs from this phase will be the ⑥ **first full drafts of the chapeau/synthesis report of the response across both countries and two country-specific evaluation reports** as a basis for consultation.

Phase 4: Consultation on draft reports, revision and production of final reports (April - May 2024)

This phase allows for full consultation with internal and external stakeholders on the draft reports. Two main rounds of consultation and revision are envisaged ((7) **second draft, third draft**). This phase will also involve (8) **two recommendations workshops** in which the team will present the findings, conclusions and tentative recommendations and lead a discussion among key stakeholders in each country to co-create recommendations.

The main output from this phase is the production of (9) **a final chapeau/synthesis report of the response across both countries and two country-specific final evaluation reports** of UNICEF's response to the L2 Cholera and Floods Emergencies in Malawi and Mozambique that takes due account of feedback received. The consultants will be responsible for compiling feedback and providing in the form of a comment matrix for each round of consultation. In addition, summary briefs of each of the reports will be produced in order to facilitate dissemination.

Phase 5: Dissemination (May 2024)

The team will make a presentation to communicate the findings, conclusions, and recommendations of the evaluation, to facilitate strategic reflection on the response and to discuss the uptake of lessons learned and recommendations. One or more facilitated participatory workshops will be conducted with staff from the regional office and country offices.

The outputs for this phase are a summary (10) **PowerPoint presentation** and the **delivery of the workshops**.

7.1 Workplan

The workplan below presents an illustrative timeline for evaluation activities across the five phases described above that would span a period of approximately seven months (October 2023 through May 2024).

The format of and page limits for the final deliverables will be decided in the inception period. A high value will be placed on products that are concise and communicate well with different audiences. Thus, the final products should be edited and produced to include infographics and print layout in an easy-to-read format. The report structure, format and quality should adhere to the [UNICEF Evaluation Report standards](#) and the [GEROS Quality Assessment System](#).

The workplan in this TOR is high-level and is intended to be further fleshed out during the inception phase. Key deliverables are highlighted in bold and indicated by number. The below timeline does not include **presentations to the CMTs or EMTs but are expected to occur throughout the seven-month timeline depending on when these meetings are scheduled**.

	Month in 2023-24	O	N	D	J	F	M	A	M
Inception phase									
On-board evaluation team / introduce to ESARO and MCOs									
Initial desk review									
Develop inception plan and present to ERGs (kick-off meeting)		①							
Inception interviews and document review									
Draft inception report (including data collection protocols/questionnaires) for review			②						
Present to ERGs the inception findings and assumptions			③						
Submit approved inception report for ethical review				④					
Implementation Phase									
Document review and data collection mission									
Analysis and presentations of emerging findings						⑤			
Remote data collection to fill in any gaps									
Data Analysis and Report Preparation Phase									
Data analysis and drafting									

	Month in 2023-24	O	N	D	J	F	M	A	M
First draft country-specific and synthesis reports submitted for internal review							⑥		
Report Consultation Phase									
Second draft country reports and synthesis report submitted for internal/external review								⑦	
Recommendations Workshops								⑧	
Final Reports and Summary Briefs submitted									⑨
Dissemination Phase									
Dissemination Workshops conducted									⑩

7.2 Deliverables and Payment Schedule

Deliverable	Timeline	Payment Schedule
④ Approved Inception Report The inception report structure, format and quality should adhere to the UNICEF Inception Report Standards and the GEROS Quality Assessment System . The evaluators will submit the evaluation protocol and tools to a national/international Institutional Review Board (IRB) for ethical review and approval. The evaluators will respond to all queries by the IRB and adapt protocol/instruments as deemed necessary. <i>(Payment also covers deliverables 1 - 3)</i>	30 Nov 23	25%
⑥ Draft country reports and synthesis report which should allow for several rounds of feedback from UNICEF and key stakeholders to ensure understanding, agreement, and utility of the evaluation's outcomes. <i>(Payment also covers deliverable 5)</i>	20 Mar 24	35%
⑨ Final Reports (a final synthesis of the response across both countries and two country-specific final evaluation reports) with actionable and strategic recommendations validated by key stakeholders in adherence to UNICEF Evaluation Report standards and the GEROS Quality Assessment System . All final versions of the Summary Briefs will also be submitted. <i>(Payment also covers deliverables 7-10)</i>	31 May 24	40%

8 Management Arrangements and Quality Assurance

In line with UNICEF's Evaluation Policy, which stipulates that the regional offices are responsible for the management of evaluations of L2 emergencies, the evaluation will be managed by the Evaluation Section of UNICEF's Eastern and Southern Africa Regional Office (ESARO), under the overall oversight of the ESARO Regional Director, and in close collaboration with the UNICEF Malawi and Mozambique country offices (MCOs).

The evaluators will be recruited by, and report to, the ESARO Evaluation Section under the overall oversight of the ESARO Regional Director. For the day-to-day management of the evaluation, the Evaluation Section will appoint an Evaluation Manager who will be accountable to the Regional Evaluation Adviser. Quality assurance will be provided by UNICEF's ESARO Evaluation Office.

The country offices will each appoint an Evaluation Focal Point who will act as the primary liaison with the Evaluation Manager and will facilitate the evaluation process at the country level.

An Evaluation Reference Group (ERG) will be established in each country to ensure ownership from relevant stakeholder groups of the evaluation process, provide expert advice, inputs, and support to the evaluation as it unfolds. The ERGs will have the following responsibilities:

- Provide inputs in the inception phase to influence the approach of the evaluation, and, where necessary, provide information and institutional knowledge as key informants;
- Support the work of the evaluation team by facilitating connections with key informants and ensuring the team has relevant reference documents;

- Review selected evaluation products (inception report, draft and final reports, summary briefs) and provide written comments to the evaluation team through the evaluation manager; and,
- Contribute to the post-evaluation management response, action plan and dissemination strategy.

ESARO will assure the quality of the evaluation and guarantee its alignment with UNEG Norms and Standards and Ethical Guidelines and provide quality assurance checking that the findings and conclusions are relevant and proposed adaptations are actionable. All major deliverables will be reviewed first by ESARO and MCOs (zero draft) and then by the ERGs. The inception report and draft reports **will be subject to a satisfactory rating by an external quality assurance facility**, using quality assurance checklists provided in Annexes 1 and 2, **before payment can be made**. The evaluators will be responsible for ensuring that recommendations for quality improvement of the reports are fully addressed. The final evaluation reports will be also submitted to Geros for final quality assessment with feedback provided to ESARO/MCOs on the quality of the evaluation.

9 Norms and Standards

The evaluators should adhere to the following UN and UNICEF norms and standards and are expected to clearly identify any potential ethical issues and approaches in their proposal. Any ethical issues that arise during the evaluation need to be documented including how the evaluators will respond or address each. Guidance documents mentioned below are those that the evaluators are expected to comply with:

- United Nations Evaluation Group (UNEG) Norms and Standards for Evaluation in the UN System 2016;¹⁰ (including impartiality, independence, quality, transparency, consultative process);
- UNEG Guidance on Integrating Disability Inclusion in Evaluations and Reporting on the UNDIS Entity Accountability Framework Evaluation Indicator;¹¹
- Ethical Guidelines for UN Evaluations;¹²
- UNICEF Ethical Guidelines and standards for research and evaluation;¹³
- UNEG guidance on integrating human rights and gender equality and UN System-Wide Action Plan (UN-SWAP) on gender equality;¹⁴
- UNICEF Guidance on Gender Integration in Evaluation¹⁵;
- UNICEF Guidance on Disability Inclusive Evaluations¹⁶;
- UNICEF adapted evaluation report standards and Geros;¹⁷
- Relevant ALNAP guidance for evaluation and real-time evaluations of humanitarian action;¹⁸
- Results Based Management principles

10 Location and Duration

Location: Home-based, with travel to Maputo, Mozambique, Lilongwe, Malawi and affected districts/provinces.

Duration: October 2023 through May 2024 (7.5 months).

¹⁰ UNEG Norms and Standards for Evaluation, 2016. Available at: <http://www.unevaluation.org/document/detail/1914>

¹¹ UNEG, Guidance on Integrating Disability Inclusion in Evaluations and Reporting on the UNDIS Entity Accountability Framework Evaluation Indicator, January 2022. Available at:

https://www.un.org/sites/un2.un.org/files/2022/06/uneq_guidance_on_integrating_disability_inclusion_in_evaluation_0.pdf

¹² UNEG Ethical Guidelines, 2008. Available at: <http://www.unevaluation.org/document/detail/102>

¹³ UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis, 2015.

https://www.unicef.org/supply/files/ATTACHMENT_IV-UNICEF_Procedure_for_Ethical_Standards.PDF

¹⁴ <http://www.unevaluation.org/document/detail/1452>

¹⁵ [UNICEF Guidance on Gender Integration in Evaluation](#)

¹⁶ UNICEF Evaluation Office, Disability-Inclusive Evaluations in UNICEF Guideline for Achieving UNDIS Standards, September 2022.

Available at: <https://www.unicef.org/evaluation/documents/disability-inclusive-evaluations-unicef-guideline-achieving-undis-standards>

¹⁷ <https://www.unicef.org/evaluation/global-evaluation-reports-oversight-system-geros>

¹⁸ <https://www.alnap.org/system/files/content/resource/files/main/alnap-evaluation-humanitarian-action-2016.pdf>

https://evaluation.msf.org/sites/evaluation/files/real_time_evaluations_of_humanitarian_action.pdf

11 Evaluation Team Composition, Expected Background and Experience of the Evaluators

Team Composition and Responsibilities:

The evaluation will be conducted by a highly qualified, gender-balanced team of external consultants, including at least one international team leader, one or two senior- or mid-level evaluation or technical experts, and two senior-level national evaluation consultants with demonstrated experience in all key response areas (IPC/WASH, Risk Communication and Community Engagement (RCCE), nutrition, mental health and psychosocial support (MHPSS), continuity of essential health and social services, child protection, coordination and operations). The team structure should enable expediency of concurrent field work and report writing in each country, while allowing for an overall assessment of the response. **An institutional contract will be made.**

The team leader should have extensive experience in leading humanitarian evaluations, excellent project management skills and demonstrated experience implementing and/or evaluating humanitarian responses for UN agencies (specific experience with UNICEF will be considered an asset). At least one member on the team should have strong skills and expertise in conducting literature/desk reviews and processing, analyzing and synthesizing large quantities of qualitative and quantitative data.

Required Qualifications:

Team Leader

- A minimum of ten years' experience evaluating humanitarian action
- Extensive experience in similar emergency response (public health, natural disaster emergencies), preferably with a UN agency
- Experience in leading and conducting multi-disciplinary evaluations, including evaluating rapid onset emergencies for UNICEF, other UN agencies or other international partners at the global, regional or country levels
- Knowledge of the latest qualitative and quantitative methods and approaches in humanitarian evaluation, especially participatory methods and accountability to affected populations
- Technical expertise relevant to UNICEF's emergency operations, familiarity with UNICEF's emergency response, including the Core Commitments to Children, preferred
- Experience and knowledge of child rights and participation, equity, disability inclusion, and gender equality in research and evaluation, particularly in humanitarian settings
- Excellent analytical, communication and drafting writing skills (English a must, Portuguese/Spanish considered an asset)
- Proven experience managing a team of consultants
- Experience with the ethics of evidence generation; experience collecting data from vulnerable groups; familiarity with ethical safeguards.

Team Members (senior/mid-level experts)

- Experience conducting/contributing to multi-disciplinary humanitarian evaluations and/or research assignments
- Knowledge of evaluation methodologies and mixed-method approaches
- One senior team member with expertise in public health emergency response in the African region
- Experience with remote data collection
- Proven track record of desk reviews and structured analyses of secondary evidence
- Strong ability to rationalize and process quantitative and qualitative data, including through the use of dedicated analytical tools and software
- Knowledge of the UN system, UN programming, and UNICEF emergency responses considered a plus
- Solid analytical, communication and drafting writing skills (English a must, **Portuguese/Spanish considered an asset; fluency in Portuguese and other local languages required for the national consultants**)
- In-depth knowledge of the affected areas and current cholera and floods crisis

Significant advantages

- ❖ Nomination of a team leader from the 'global South'.
- ❖ Proven ability to develop attractive evidence products that present complex information via Infographics and other communication means.
- ❖ A work record in Eastern and Southern Africa and with experience in Malawi and Mozambique.
- ❖ In-depth knowledge of cholera in the Eastern and Southern African Region specifically, with experience in preparedness and response to other public health emergencies
- ❖ Experience in humanitarian response to cyclone/flood emergencies.
- ❖ Record of top-ranked evaluation reports by GEROS.

12 Assessment of proposals process and methods

Interested and qualified evaluation firms must submit one technical proposal and one financial proposal within the indicated deadline. After the opening, each proposal will be assessed first on its technical merits and subsequently on its price.


The evaluation panel will review all bidders' proposals. The proposal with the best overall value, composed of technical merit and price, will be recommended for approval. The overall weighting between technical and financial evaluation will be as follows: The technical component will account for 70 per cent of the total points allocated, and the financial component will account for 30 per cent of the total points allocated. The assessed technical score must equal or exceed 49 of the total 70 points allocated to the technical evaluation to be considered technically compliant and for consideration in the financial evaluation.

The financial proposal should include all eligible costs (fees, international and field travel expenses, etc.) of the evaluation team. The evaluation partner is also expected to work independently, and regular overhead costs relating to office space and equipment should be included in the financial proposal. The arrangement of necessary human resources, including research assistants, enumerators and data entry personnel must be well defined and costed in the proposal.

Below is allocation of points to both the technical and financial evaluation.

ITEM	TECHNICAL EVALUATION CRITERIA	MAX OBTAINABLE POINTS
1	Overall quality of the technical proposal <i>Demonstrated understanding of the assignment by the proposer and the responsiveness of the proposal submitted to the TOR.</i>	10
2	Company experience <i>Range and depth of organizational experience in the provision of the services mentioned in the TOR, samples, and references of previous work.</i>	10
3	Proposed Methodology and Approach <i>Quality and appropriateness of the overall approach and methodology proposed to design and undertake the evaluation per the evaluation criteria and key evaluation questions, including detailed work plan in line with the TOR.</i>	25
4	Quality of the proposed team <i>Relevant experience and qualifications of the proposed team for the assignment as per the TOR.</i>	25
TOTAL TECHNICAL SCORE		70
TOTAL FINANCIAL SCORE		30
SUMMARY OF TECHNICAL & FINANCIAL SCORE		100

13 Endorsements and Approval

Prepared and finalised	 Martina Bennett, Evaluation Consultant, ESARO	21 Sept 2023 Date
Reviewed	Carole Tronchet Pradhan, OIC-Evaluation Section, ESARO	Date
Reviewed	Patrick Efinda, Supply and Logistics Manager, UNICEF Kenya	Date
Authorised	Lieke van de Wiel, Deputy Regional Director, ESARO	Date


Question 3. Are the purpose, objectives and scope of the evaluation clearly presented?					
3.1	The evaluation purpose is clearly presented, including the rationale behind the evaluation, its intended use and what data use is expected to achieve, its primary intended users and how they stand to gain or lose from the results of the evaluation.				
3.2	The evaluation objectives are clearly presented with reference to any changes made to the objectives included in the TOR.				
3.3	The scope of the evaluation is clearly defined (includes what will and will not be covered, the geographic location, period, domains, fields) of intervention (interventions to be evaluated), levels (national, regional, municipal); Changes from TOR are clearly indicated and justified.				
Feedback on Section C - The user will briefly (3-5 sentences) assess top five issues for this section and provide suggestions for improvements.		Overall rating for Section	Score	Overall 2nd Review Rating	2nd Review Section Score
		MCV/VI	MCV/VI	MCV/VI	MCV/VI
		Weighting		Weighting	
		0.1		0.1	

SECTION D: EVALUATION FRAMEWORK (weight 20%)		Rating	Comprehensive CRDs (3-5 sentences with page references to suggest improvements for every statement that is not rated "yes", if not rated, possible reasons here.	Second Review Rating	Second Review (3-5 sentences with page references to suggest improvements for every statement that is not rated "yes", if not rated, possible reasons here.
Question 4. Are the evaluation criteria and questions clearly presented?					
4.1	All of the evaluation criteria and questions are listed as per TOR. If criteria/questions differ from TOR, the inception report justifies the changes, e.g. efforts to prioritize questions and reduce number of questions to address should be noted in the report.				
Question 5. Are evaluation findings derived from the conclusions, explicit and justified use of the best possible, objective, reliable and valid data and by accurate quantitative and qualitative analysis of evidence.					
5.1	The inception report links the evaluation criteria and questions to the chosen methodology through an evaluation matrix that includes indicators, benchmarks, assumptions and/or other processes from which the evidence can be based and conclusions drawn, referring to the Convention on the Rights of the Child (CRC), Leave No One Behind (LNOB), and Disability Inclusion as appropriate.				
5.2	Indicators, data sources, and data collection and methods are identified for each question.				
5.3	The indicators chosen are specific, easily measurable, and relevant to the corresponding evaluation questions and TOR.				
5.4	The evaluation questions and indicators include reference to human rights, gender, and equity (disability).				
Feedback on Section D - The user will briefly (3-5 sentences) assess top five issues for this section and provide suggestions for improvements.		Overall rating for Section	Score	Overall 2nd Review Rating	2nd Review Section Score
		MCV/VI	MCV/VI	MCV/VI	MCV/VI
		Weighting		Weighting	
		0.2		0.2	

SECTION E: METHODOLOGY (weight 20%)		Rating	Comprehensive CRDs (3-5 sentences with page references to suggest improvements for every statement that is not rated "yes", if not rated, possible reasons here.	Second Review Rating	Second Review (3-5 sentences with page references to suggest improvements for every statement that is not rated "yes", if not rated, possible reasons here.
Question 6. Is the methodology clearly presented, technically sound, logically feasible, and appropriate (evaluating the evaluation framework)?					
6.1	Clear and complete description of a relevant and robust methodological design and set of methods that are suitable for the evaluation's purpose, objectives, and scope. Any adaptations to the methods proposed in the TOR are explained and justified.				
6.2	If the evaluation asks attribution questions (outcome or impact level), an appropriate evaluation design (qualitative or quantitative) to reliably measure attribution is proposed.				
6.3	Key data sources are clearly presented and appropriate (includes list of documents for desk review, the group of stakeholders to be interviewed, available databases, data gaps), and appear comprehensive and reliable.				
6.4	Methodology allows for drawing causal connections between subjects and expected outcomes.				
6.5	The sampling methods described for qualitative data collection are appropriate and adequate (includes list of the following: sample size, the geographic area), specific populations, sampled site/country sites, the rationale/criteria for selection, how participants/interviewees will be selected, and criteria for selection of countries to be visited/visited (if applicable).				
6.6	The sampling methods described for quantitative data collection are appropriate and adequate (includes list of the following: sample size, the geographic area), specific populations, sampled site/country sites, the rationale/criteria for selection, how participants/interviewees will be selected, and criteria for selection of countries to be visited/visited (if applicable).				
6.7	The data collection tools are fitted to the specific evaluation questions (the way in which the tools are designed should facilitate capturing the information needed to answer the evaluation questions).				
6.8	Questions in interview protocols, discussion guides and questionnaires are robust, focused, linked to the evaluation matrix and avoid leading questions.				
6.9	The inception report describes relevant methodological limitations to the evaluation.				
6.10	Clear and complete description of evaluation limitations, potential biases and constraints faced by the evaluation team, and mitigation strategies to be used.				
6.11	The inception report specifies that the evaluation will follow the UNICEF Norms and Standards as well as the UNICEF Ethical Guidelines for Evaluation: http://www.unicef.org/humanrights/standards/index.jsp http://www.unicef.org/evaluation/files/evaluation_ethical_guidelines				
6.12	Explicit and contextualized reference to the obligations of evaluators (Independence, Integrity, Credibility, conflicts of interest, accountability) in accordance with UNICEF ethical standards.				
6.13	Description of ethical safeguards for participants appropriate for the focus described (respect for dignity and diversity, right to self-determination, fair representation, compliance with codes for vulnerable groups (in accordance to ethical principles and procedures, do no harm, confidentiality and data collection), for case cases where the evaluation will involve interviewing children, explicit reference is made to the UNICEF procedures for Ethical Research Involving Children.				
Feedback on Section E - The user will briefly (3-5 sentences) assess top five issues for this section and provide suggestions for improvements.		Overall rating for Section	Score	Overall 2nd Review Rating	2nd Review Section Score
		MCV/VI	MCV/VI	MCV/VI	MCV/VI
		Weighting		Weighting	
		0.2		0.2	

SECTION F: EVALUATION WORKPLAN (weight 20%)		Rating	Comprehensive CRDs (3-5 sentences with page references to suggest improvements for every statement that is not rated "yes", if not rated, possible reasons here.	Second Review Rating	Second Review (3-5 sentences with page references to suggest improvements for every statement that is not rated "yes", if not rated, possible reasons here.
Question 7. Is the evaluation complete and containing relevant information?					
7.1	The evaluation phases are clearly described, including a timeline with associated activities, number of days for each, team members, locations and deliverables.				
7.2	The roles and responsibilities of each member of the evaluation team are clearly described.				
7.3	If the evaluation requires official ethical approval, the process to be followed is clearly described.				
7.4	The inception report describes the evaluation quality assurance systems.				
7.5	The logistics of carrying out the evaluation are discussed (e.g. assistance required from UNICEF for interview management, field visits, etc.) and the expected roles and responsibilities from the coordinating organization(s) or oversight committee are adequately explained.				
Feedback on Section F - The user will briefly (3-5 sentences) assess top five issues for this section and provide suggestions for improvements.		Overall rating for Section	Score	Overall 2nd Review Rating	2nd Review Section Score
		MCV/VI	MCV/VI	MCV/VI	MCV/VI
		Weighting		Weighting	
		0.2		0.2	

Annex 2. UNICEF quality review checklist for draft evaluation reports



UNICEF Evaluation Report
Quality Review Checklist
Universal, June 2, 2021

NOTE to Reviewers: complete the cells highlighted in yellow.

IDENTIFICATION OF DELIVERABLE

Title of Report	Management of Evaluation (Managerial control and oversight of evaluation activities)	Comments
Region	UNICEF Correspondence (Alignment with UNICEF/UNAIDS core priorities)	
Year of Report Completion	Evaluation Object	
Office	Evaluation Type	
Country	Evaluation Strategy	
TCR present	Evaluation Design	
Date of Review	Evaluation Level	
Date of 2nd review	Geographic Scope	
Initial Reviewer	Primary (SDG) Covered (Number)	
Initial Reviewer	Every (SDG) number and status	
2nd Reviewer	Every (SDG) score	
	Every (SDG) is protected from children and exploitation	
	Every (SDG) has an explicit and clear environment	
	Every (SDG) has an explicit theme in the Gender equality (cross-cutting)	
	Responsible action (cross-cutting)	

RATING SCALES

	Rating	Description
Initial and 2nd Reviewer Guide	Yes	Decision is well-made.
	Partially	Decision is only partially addressed, one or more important elements are missing or insufficient.
	No	Decision is not addressed or is inadequately addressed, all important elements are missing or insufficient.
	Not rated	Decision could not be rated, reasons are provided.

RATING SCALES

	Rating	Description
Section Rating Criteria Guide	Highly satisfactory (97.5% – 100%)	Meets UNICEF/UNAIDS standards for evaluation reports and decision makers may use the evaluation with a high degree of confidence.
	Satisfactory (92.5% – 97.49%)	Meets UNICEF/UNAIDS standards for evaluation reports and decision makers may use the evaluation with confidence.
	Fair (87.5% – 92.49%)	Meets UNICEF/UNAIDS standards for evaluation reports in some regards, but not all. Decision makers may continue to use the evaluation with caution, but substantive improvements are possible.
	Unsatisfactory (82.5% – 87.49%)	Does not sufficiently meet the UNICEF/UNAIDS standards for evaluation reports and thus decision makers cannot rely on the evaluation.

DRAFT EVALUATION REPORT REVIEW

SECTION 4. BACKGROUND (weight 1%)	Rating	Concurrence Criteria (2-3 sentences with page references to suggest improvements for every statement that is not rated "yes", if not rated, provide reasons here.)	Second Reviewer Rating	Second Reviewer (2-3 sentences with page references to suggest improvements for every statement that is not rated "yes", if not rated, provide reasons here.)
Question 1. Is the subject of the evaluation clearly described?				
1.1 Clear and relevant description of the intervention, including location(s), duration, and funding, and implementation details.				
1.2 Clear and relevant description of intended target holders (beneficiaries) and study levers (tools and interventions) with responsibilities regarding the subject of the evaluation by type (i.e., institutions/organizations, communities, individuals, 2. the geographic location(s) (i.e., sites, local, particular neighborhoods, countries, sub-regions, ...) and by terms of numbers reached with disaggregation by gender, age, disability ... (as appropriate to the purpose of the evaluation).				
Question 2. Is the context of the intervention clearly described?				
2.1 Clear and relevant description of the context of the subject of the evaluation (i.e., relevant policy, institutional, political, cultural, socio-economic, institutional, international factors) and how context relates to the implementation of the subject of the evaluation.				
2.2 Strategies are drawn to the SDGs and relevant targets and indicators for the area being evaluated.				
2.3 Clear and relevant description (where appropriate) of the status and needs of the target holders/beneficiaries of the intervention.				
Question 3. Are key stakeholders, their relationships and contributions clearly identified?				
3.1 Identification of implementing agency(ies), development partners, right holders, and additional study levers and all or stakeholders and of linkages between them (e.g., stakeholder map) (if relevant).				
3.2 Identification of specific contributions and roles of key stakeholders (financial or otherwise), including UNICEF.				
Feedback on Section 4. The rates will be left (2-3 sentences) unless top line issues for the section and possible suggestions for improvements.	Overall rating for Section 4	None	Overall 2nd Reviewer Rating	2nd Reviewer Section Score
	R/N/I/S	R/N/I/S	R/N/I/S	R/N/I/S
	Weighting: 1.0%		Weighting: 1.0%	

SECTION 5. EVALUATION PURPOSE, SCOPE, DESIGN AND SCOPE (weight 1%)	Rating	Concurrence Criteria (2-3 sentences with page references to suggest improvements for every statement that is not rated "yes", if not rated, provide reasons here.)	Second Reviewer Rating	Second Reviewer (2-3 sentences with page references to suggest improvements for every statement that is not rated "yes", if not rated, provide reasons here.)
Question 4. Is the purpose of the evaluation clearly described?				
4.1 Clear identification of how the evaluation is intended to be used and what its use is expected to achieve.				
4.2 Identification of appropriate primary intended users of the evaluation.				
Question 5. Are the objectives and scope of the evaluation clear and realistic?				
5.1 Clear and complete description of what the evaluation seeks to achieve by the end of the process with reference to any changes made to the objectives included in the TCR and/or the inception report.				

6.2	Clear and relevant description of the scope of the evaluation what will and will not be covered (i.e. reality, chronology, geographicality with any limits defined), as well as the reasons for this scope (e.g., specifications by the TAF and/or taxpayer request, lack of access to particular geographic areas for political or safety reasons at the time of the evaluation, lack of information on particular elements of the intervention).				
Question 6:	Is the theory of change, results chain or logic model articulated?				
6.1	Clear and complete description of the Intervention's intended results or of the parts of the results chain that are applicable to, or are being tested by, the evaluation.				
6.2	Clear relationship between outputs and outcomes is presented to narrative and graphic form (e.g., results chain, logic model, theory of change, evaluation matrix).				
6.3	For theory-based evaluations, the theory of change or results framework is presented, and if included in the TAF, it is referenced/endorsed by the evaluation.				
Feedback on Section 6: The rater will identify (3-5) evidenced issues by the items for this section and provide suggestions for improvement.		Overall rating for Section	None	Overall 2nd Review Rating	2nd Review Section Score
		#0/1/2/3	#0/1/2/3	#0/1/2/3	#0/1/2/3
		Weighting		Weighting	
		0.2		0.2	

SECTION C: EVALUATION METHODOLOGY (weight: 20%)		Rating	Compliance Criteria 0-2 evidences with page references to suggest improvements for every statement that is not rated "met", if not rated, provide reasons here.	Second Review Rating	Second Review 0-2 evidences with page references to suggest improvements for every statement that is not rated "met", if not rated, provide reasons here.
Question 7:	Does the evaluation use questions and the relevant list of evaluation criteria that are explicitly justified as appropriate for the purpose of the evaluation? (UNEP evaluation standards refer to the UNCT/UNEP criteria. For all UNCT/UNEP criteria are relevant to all evaluation objectives and scope. Standard UNCT/UNEP criteria include: Performance Effectiveness, Sustainability Impact, Resilience, Gender Equality, Gender and Human Rights (these can be reinforced in other criteria). Non-standard evaluation should consider: Coverage, Consistency, Timeliness, Security.				
7.1	Evaluation questions and sub-questions are appropriate for meeting the objectives and purpose of the evaluation and are aligned with the evaluation criteria.				
7.2	In addition to the questions and sub-questions, the evaluation matrix includes indicators, benchmarks, assumptions and/or other processes from which the analysis can be based and conclusions drawn.				
Question 8:	Does the report specify methods for data collection, analysis, and reporting?				
8.1	Clear and complete description of a relevant and robust methodological design and set of data collection methods that are suitable for the evaluation's purpose, objectives, and scope.				
8.2	Data sources are appropriate, normally including qualitative and quantitative sources (where relevant) specified in the TAF, and are all clearly identified.				
8.3	Sampling strategy is provided, describing how diverse perspectives were captured (or if not, providing reasons for this).				
8.4	Clear and complete description of data analysis methods.				
8.5	Methodology allows for drawing causal connections between outputs and expected outcomes.				
8.6	Clear and complete description of evaluation limitations, biases and constraints faced by the evaluation team and mitigation strategies used.				
Question 9:	Are ethical issues and considerations described? The evaluation should be guided by the UNCT ethical standards for evaluation and to UNCT/UNEP Procedures on Ethics to conduct Research, Studies, Surveys, to which the evaluation report should adhere.				
9.1	Explicit and contextualized reference to the obligations of evaluation independence, impartiality, confidentiality, conflicts of interest, accountability in accordance with UNCT ethical standards.				
9.2	Description of ethical safeguards for participants appropriate for the team described (respect for dignity and diversity, right to self-determination, fair representation, compliance with codes for vulnerable groups (e.g. adherence to ethical principles and procedures, do no harm, confidentiality and data collection), for those cases where the evaluation involved interviewing children, explicit reference is made to the UNCT procedures for Ethical Research Involving Children.				
9.3	If the Evaluation Report required an official ethical approval and informed consent, both forms are included as annex to the draft final evaluation report.				
Feedback on Section C: The rater will identify (3-5) evidenced issues by the items for this section and provide suggestions for improvement.		Overall rating for Section	None	Overall 2nd Review Rating	2nd Review Section Score
		#0/1/2/3	#0/1/2/3	#0/1/2/3	#0/1/2/3
		Weighting		Weighting	
		0.2		0.2	

SECTION D: EVALUATION FINDINGS (weight: 20%)		Rating	Compliance Criteria 0-2 evidences with page references to suggest improvements for every statement that is not rated "met", if not rated, provide reasons here.	Second Review Rating	Second Review 0-2 evidences with page references to suggest improvements for every statement that is not rated "met", if not rated, provide reasons here.
Question 10:	Do the findings clearly address all evaluation objectives and scope?				
10.1	Findings contain sufficient levels of evidence to systematically address all of the evaluation's criteria and questions. Steps to evidence that was generated and integration of this are highlighted if relevant.				
10.2	If findings are relevant to the purpose, and analysis is clearly presented (how each compare to under Intervention's standards, most efficient way to get expected result) if not findings, an explanation is provided.				
10.3	Explicit use of the Intervention's results framework/TAF in the formulation of the findings.				
Question 11:	Are evaluation findings derived from the considerations, explicit and justified use of the best available, objective, reliable and valid data and by accurate qualitative and quantitative analysis of evidence.				
11.1	Evaluation uses multiple forms of qualitative and quantitative data, presenting both output and outcome level data as relevant to the evaluation framework. Triangulation is evident through the use of multiple data sources.				
11.2	Findings are clearly supported by, and reported in, the evidence presented, including both positive and negative. Findings are based on clear performance indicators, standards, benchmarks, or other means of comparison as relevant for each question.				
11.3	Unexpected effects (positive and negative) are identified and analyzed.				
11.4	The causal factors (contextual, organizational, managerial, etc.) leading to achievement or non-achievement of results are clearly identified. For theory-based evaluations, findings analyze the logical chain (progression or not) from implementation to results.				
Question 12:	Does the evaluation assess and use the Intervention's Results Based Management elements?				
12.1	Clear and comprehensive assessment of the Intervention's monitoring system (including completeness and appropriate use of results/performance framework including vertical and horizontal high, WBI tools and their usage in support decision-making).				
Feedback on Section D: The rater will identify (3-5) evidenced issues by the items for this section and provide suggestions for improvement.		Overall rating for Section	None	Overall 2nd Review Rating	2nd Review Section Score
		#0/1/2/3	#0/1/2/3	#0/1/2/3	#0/1/2/3
		Weighting		Weighting	
		0.2		0.2	

SECTION 8: EVALUATION CONCLUSIONS & LESSONS LEARNED (weight 10%)		Rating	Constructive Critique (3-2 sentences with page references to suggest improvements for every statement that is not rated "yes". If not rated, provide reasons here.)	Second Review Rating	Second Review (3-2 sentences with page references to suggest improvements for every statement that is not rated "yes". If not rated, provide reasons here.)
Question 13.	Do the conclusions present an objective overall assessment of the intervention?				
13.1	Conclusions are clearly formulated and reflect the purpose and objectives of the evaluation. They are sufficiently forward looking (if a formative evaluation) or if the implementation is expected to continue or have additional phases.				
13.2	Conclusions are derived appropriately from findings, and present a picture of the strengths and limitations of the intervention that adds insight and nuance beyond the findings.				
Question 14.	Are key and informative lessons learned identified? (N/A if lessons are not presented and not requested in ToR)				
14.1	Identified lessons stem logically from the findings, have wider applicability and relevance beyond the object of the evaluation.				
14.2	Lessons are clearly and concisely presented, yet have sufficient detail to be useful for intended audience.				
Feedback on Section 8 - The rater will briefly (3-2 sentences) assess key lessons for this section and provide suggestions for improvements.		Overall rating for Section	Score	Overall 2nd Review Rating	2nd Review Section Score
		#N/A/0	#N/A/0	#N/A/0	#N/A/0
		Weighting		Weighting	
		0.1		0.1	

SECTION 9: RECOMMENDATIONS (weight 10%)		Rating	Constructive Critique (3-2 sentences with page references to suggest improvements for every statement that is not rated "yes". If not rated, provide reasons here.)	Second Review Rating	Second Review (3-2 sentences with page references to suggest improvements for every statement that is not rated "yes". If not rated, provide reasons here.)
Question 15.	Are recommendations well grounded in the evaluation?				
15.1	Recommendations align with the evaluation purpose, are clearly formulated and logically derived from the findings and/or conclusions.				
15.2	Recommendations are useful and actionable for primary intended users and users relevant to the intervening guidance to guide for implementation, as appropriate.				
15.3	Process for developing the recommendations is described, and includes the involvement of duty bearers, as well as rights holders when feasible (or explanation given for why they were not involved).				
Question 16.	Are recommendations clearly presented?				
16.1	Clear identification of groups or duty bearers responsible for action for each recommendation (or clearly clustered group of recommendations). Clear prioritization and/or classification of recommendations to support use.				
Feedback on Section 9 - The rater will briefly (3-2 sentences) assess key lessons for this section and provide suggestions for improvements.		Overall rating for Section	Score	Overall 2nd Review Rating	2nd Review Section Score
		#N/A/0	#N/A/0	#N/A/0	#N/A/0
		Weighting		Weighting	
		0.10		0.10	

SECTION 10: EVALUATION STRUCTURE/PRESENTATION (weight 10%)		Rating	Constructive Critique (3-2 sentences with page references to suggest improvements for every statement that is not rated "yes". If not rated, provide reasons here.)	Second Review Rating	Second Review (3-2 sentences with page references to suggest improvements for every statement that is not rated "yes". If not rated, provide reasons here.)
Question 17.	Does the evaluation report include all relevant information?				
17.1	Covering pages include: Name of evaluated object, timeframe of the object evaluated, date of report, location of evaluated object, name(s) and/or organization(s) of the evaluator(s), name of organization commissioning the evaluation, title of contents (including, as relevant, tables, graphs, figures, annexes, list of acronyms/abbreviations, page numbers.				
17.2	Annexes include terms of reference, evaluation matrix, list of beneficiaries, results chain/ToC/Logic Framework (unless included in report body), list of data, data collection instruments (such as survey or interview questionnaires), list of documentary evidence. Other appropriate annexes could include additional details on methodology, information about the evaluator(s).				
Question 18.	Is the report logically structured?				
18.1	Structure is easy to identify and navigate (for instance, with numbered sections, clear titles and subtitles, well formatted).				
18.2	Structure follows UNICEF guidelines for evaluation reports (order, purpose, objectives and methodology would normally precede findings, which would normally be followed by conclusions, lessons learned and recommendations).				
18.3	Report is easy to understand (written in accessible way for intended audience) and generally free from grammar, spelling and punctuation errors.				
18.4	Frequent use of visual aids (such as infographics, maps, tables, figures, photos) to convey key information. These are clearly presented, labeled, and referenced to text.				
18.5	Report is of reasonable length; it does not exceed number of pages that may be specified in ToR.				
Feedback on Section 10 - The rater will briefly (3-2 sentences) assess key lessons for this section and provide suggestions for improvements.		Overall rating for Section	Score	Overall 2nd Review Rating	2nd Review Section Score
		#N/A/0	#N/A/0	#N/A/0	#N/A/0
		Weighting		Weighting	
		0.10		0.10	

SECTION 11: EVALUATION PRINCIPLES (weight 10%)		Rating	Constructive Critique (3-2 sentences with page references to suggest improvements for every statement that is not rated "yes". If not rated, provide reasons here.)	Second Review Rating	Second Review (3-2 sentences with page references to suggest improvements for every statement that is not rated "yes". If not rated, provide reasons here.)
Question 19.	Did the evaluation design and style consider incorporation of the UN and UNICEF's commitment to a human rights based approach to programming, to gender equality, and to equity?				
19.1	Reference and use of rights-based framework, and/or CRC, and/or CED, and/or CEDAW and/or other rights related instruments to the design of the evaluation.				
19.2	Clear description of the level of participation of key rights holders and duty bearers in the conduct of the evaluation, including in the development of recommendations. For example, a reference group is established, consultations are included as informants or in data gathering.				
19.3	Explicit evidence of the inclusion of these considerations can include using human rights language gender sensitive and UN sensitive writing, disaggregating data by gender, age and disability groups; disaggregating data by socially excluded groups.				
Question 20.	Does the evaluation assess the extent to which the implementation of the intervention addressed equity?				
20.1	Evaluation assesses the extent to which the implementation of the intervention addresses UN rights and Leave No One Behind (gender and other excluded and marginalized groups), its disability inclusion, i.e. it is aligned with the UN Disability Inclusion Strategy as appropriate.				
Question 21.	Does the evaluation meet UN/UNICEF evaluation performance indicators?				
Note: this question will be rated according to UN/UNICEF standards.					
21.1	UNICEF is integrated in the evaluation scope of analysis, and evaluation criteria and questions are designed in a way that ensures UNICEF-related data will be collected.				
21.2	A gender-responsive Evaluation Methodology, Methods and Tools, and Data Analysis Techniques are selected.				
21.3	The evaluation Findings, Conclusions and Recommendations reflect a gender analysis.				
Feedback on Section 11 - The rater will briefly (3-2 sentences) assess key lessons for this section and provide suggestions for improvements.		Overall rating for Section	Score	Overall 2nd Review Rating	2nd Review Section Score
		#N/A/0	#N/A/0	#N/A/0	#N/A/0

	#01/20	#01/20	#01/20	#01/20
	Weighting		Weighting	
	0.2		0.2	

SECTION 1: EXECUTIVE SUMMARY (weight 10%)	Rating	Constructive Comments (2.2 sentences with page references to suggest improvements for every statement that is not rated "yes", if not rated, provide reasons here.)	Second Review Rating	Second Review (2.2 sentences with page references to suggest improvements for every statement that is not rated "yes", if not rated, provide reasons here.)
Question 21: Can the executive summary inform decision-making?				
21.1 An executive summary is included that is of relevant conciseness and depth for key users. (Maximum of 3 pages unless otherwise specified in ToR)				
21.2 Includes all necessary elements (overview of the object of the evaluation, evaluation purpose, objectives and intended audience, evaluation methodology, key conclusions on findings, issues learned if requested, and key recommendations) as per ToR.				
21.3 Includes all significant information to understand the object of the evaluation and the evaluation itself. IEC does not introduce new facts presented in the rest of the report.				
Feedback on Section 1: The other cell(s) (2.2 sentences) scores top the scores for this section and provide suggestions for improvements.	Overall rating for Section	None	Overall 2nd Review Rating	2nd Review Section Score
	#01/20	#01/20	#01/20	#01/20
	Weighting		Weighting	
	0.20		0.20	
Weighting checkbox (checked/unchecked)	1		1	

#01/20	OVERALL SCORE	#01/20
Overall suggestion for improvements, suggestions made throughout the review should be listed clearly and concisely, referring back to pages as well as individual criterion. (2.2 sentences)		

#01/20	OVERALL SECOND REVIEW SCORE	#01/20
Second Review:		
Overall suggestion for improvements, suggestions made throughout the review should be listed clearly and concisely, referring back to pages as well as individual criterion. (2.2 sentences)		