

TERMS OF REFERENCE

TITLE/PURPOSE	To undertake an Evaluation of UNICEF work on Disability Inclusion ¹
RECRUITING OFFICE	Evaluation Office
LOCATION OF ASSIGNMENT	Home-based, with potential travel to NYHQ and/or globally
LANGUAGE(S) REQUIRED	English
TYPE OF CONTRACT	individual Consultants
DURATION OF CONTRACT	Ten (10) Months from February 2023 to December 2023

Introduction

1. The Evaluation Office (EO), at UNICEF HQ in New York provides global leadership and oversight for the evaluation function. The office is responsible for developing an agenda and work plan to evaluate UNICEF's programmes and processes. We conduct and/or manage independent corporate evaluations and evaluation syntheses, provide technical assistance and quality assurance for evaluations commissioned at the decentralized level (country and regional offices, as well as other divisions in HQ offices), and develop evaluation methods. EO is also responsible for publishing a global plan of evaluations that accompanies respective corporate strategies.
2. As part of the Plan for Global Evaluations, the Evaluation Office (EO) has committed to undertake a cross-sectoral evaluation of UNICEF work on Disability Inclusion. The Evaluation Office is now recruiting individual consultants to support and execute the Evaluation for the second phase following the scoping phase that was undertaken during the first half of 2022.

Background

3. Changing attitudes towards children with disabilities is a core UNICEF obligation. Protecting the rights of children with disabilities has been an integral part of UNICEF programming since the Convention on the Rights of the Child (CRC) – the first international treaty to explicitly recognize the rights of children with disabilities. The Convention on the Rights of Persons with Disabilities (CRPD)² is the foundational guiding instrument behind UNICEF work in this area with its roots in human rights, non-discrimination, and equity. While the CRC provides a good basis for the rights of children with disabilities, it is the CRPD that

¹ The term 'disability inclusion' refers to meaningful participation of persons with disabilities in all their diversity, promotion and mainstreaming of their rights across the work of the Organization, development of disability-specific programmes, and consideration of disability-related perspectives in compliance with the Convention on the Rights of Persons with Disabilities (CRPD). This requires the development and implementation of a consistent and systematic approach to disability inclusion in all areas of operations and programming, both internally and externally. UNDIS

² Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others - Article 1 <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-persons-disabilities>



comprehensively and explicitly considers every aspect of the lives of children with all types of disabilities, beyond social participation and formulated on the basis of the current model of disability – the social model.³

4. Children with disabilities experience stigma and discrimination in every aspect of life, which have been exacerbated by the COVID-19 pandemic. Other challenges they face include limited access to health care, nutrition, safe water, sanitation, and hygiene (WASH) facilities and support for their well-being which leads to poor physical and mental health outcomes. They also face persistent barriers to education stemming from discrimination, stigma, and the routine failure of decision-makers to address exclusion in school which makes them most likely to be out of school and thus miss the opportunity to develop the skills needed for employment and thus, they are disproportionately likely to live in poverty. Other challenges that children with disabilities face include the heightened risks of violence, abuse, neglect, and exploitation compared to their peers.⁴ Indeed, children with disability compared with children without disability are:

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| <ul style="list-style-type: none"> ➤ 16 per cent less likely to read or be read to at home ➤ 20 per cent less likely to have expectations of a better life ➤ 21 per cent less likely to have water and soap for handwashing in their households ➤ 22 per cent less likely to have improved sanitation facilities in their households ➤ 24 per cent less likely to receive early stimulation and responsive care ➤ 25 per cent more likely to be wasted ➤ 25 per cent less likely to attend early childhood education ➤ 26 per cent less likely to have improved water sources in their households ➤ 27 per cent more likely to be out of upper-secondary school ➤ 32 per cent more likely to experience severe corporal punishment | <ul style="list-style-type: none"> ➤ 33 per cent more likely to be out of lower-secondary school ➤ 34 per cent more likely to be stunted ➤ 41 per cent more likely to feel discriminated against ➤ 42 per cent less likely to have foundational reading and numeracy skills ➤ 47 per cent more likely to be out of primary school ➤ 49 per cent more likely to have never attended school ➤ 51 per cent more likely to feel unhappy ➤ 53 per cent more likely to have symptoms of acute respiratory infection |
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Source: UNICEF (2022) [Seen, Counted, Included: Using data to shed light on the well-being of children with disabilities](#)

³ Other guiding international treaties include the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), which has two important recommendations on the status of women with disabilities. The Charter on Inclusion of Persons with Disabilities in Humanitarian Action also provides vital commitments on the inclusion of people with disabilities in humanitarian action. Additionally, the 2030 Agenda for Sustainable Development centers the full and equal participation of persons with disabilities, including children with disabilities, as both a means to and goal of sustainable international development

⁴ Indeed, compared to children without disabilities, children with disabilities are less likely to access interventions that would allow them to achieve their full potential. For example, [the 2021 UNICEF report “Seen, Counted, Included: Using data to shed light on the well-being of children with disabilities”](#), estimates that children with disabilities are 16 per cent less likely to read or be read to at home; 20 per cent less likely to have expectations of a better life; 22 per cent less likely to have improved sanitation facilities in their households; and 24 per cent less likely to receive early stimulation and responsive care. In addition to these environmental restrictions, these children are 32 per cent more likely to experience severe corporal punishment; 51 per cent more likely to feel unhappy; and 53 per cent more likely to have symptoms of acute respiratory infection. They are less likely to access basic educational services leading to being 42 per cent less likely to have foundational reading and numeracy skills; and 49 per cent more likely to have never attended school.



5. Over the past two decades, UNICEF has been focusing programming efforts and resources to support the inclusion of children with disabilities in health, nutrition, WASH, education social protection and emergency programming. Such resourcing and programming have occurred at the sectoral level, often with further disaggregation by country offices. UNICEF works to transform attitudes, practices, and social norms around disability to make families, communities, schools, health care, and social services inclusive and accessible, and to support the full participation of children with all types of disabilities in society.
6. The UNICEF portfolio on children with disabilities follows these main goals: (i) Empower and recognize children with disability as their best advocates, essential to the expansion and sustainability of inclusion; (ii) ensure that they receive the required support across their life courses to live independently and be included in their communities; (iii) ensure that they grow up in enabling environments with access to resources and opportunities to realize their full potential; (iv) ensure that children and persons with disabilities benefit from a full range of UNICEF programmes and organizational investments that embrace inclusivity and diversity.
7. To advance those goals, the organization recognizes as cross-sectoral strategic priorities (i) the prevention of stigma, discrimination, neglect and violence against children with disabilities and promotion of diversity and inclusion; (ii) the improvement of disability-inclusive infrastructure, services, programmes and coordination platforms; (iii) access to comprehensive community care and support services; (iv) access to assistive technology and relevant services; (v) disability-inclusive action in humanitarian, emergency and fragile contexts, including in programming and in UNICEF's role as a cluster lead agency; and (vi) full and meaningful participation of persons with disabilities.
8. Across the goal areas of the Strategic Plan 2022-2025, UNICEF supports countries to strengthen disability-inclusive primary health care and health and nutrition systems and supports inclusive education as the most effective way for all children to go to school, learn and develop the skills they need to thrive. UNICEF supports its partners in ensuring that all children with disabilities realize their fundamental human right to access drinking water and sanitation, as required for their safety, dignity and participation in society. It also supports its partners in making social protection systems and social spending responsive to a disability, so that children and their families receive services and support in order to break the link between disability and poverty. The chart below illustrates how UNICEF works on disability inclusion across the five goal areas of its Strategic Plan.

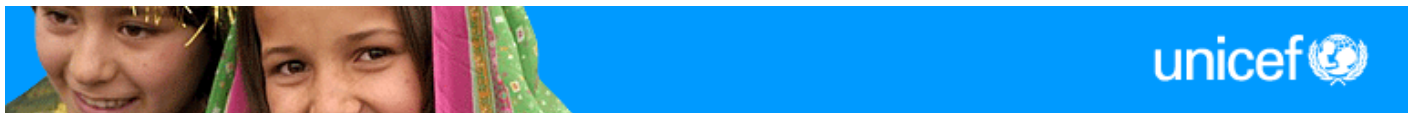
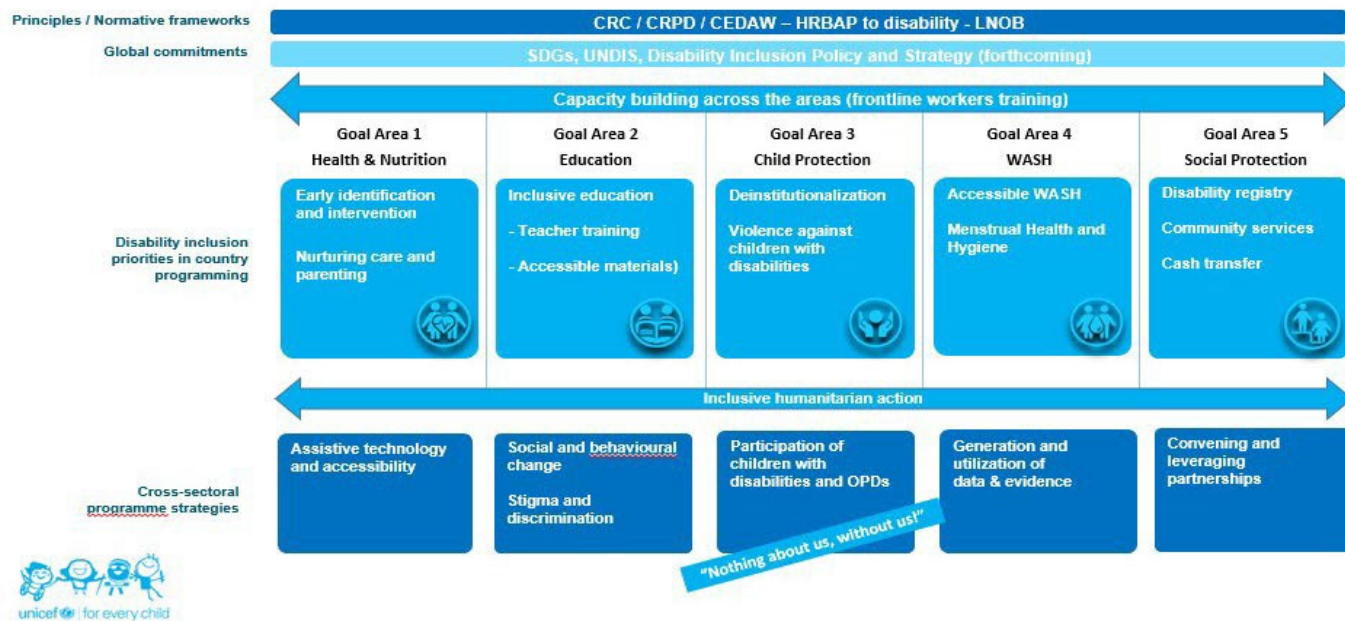


Chart 1. Disability inclusion across UNICEF Goal Areas



Source: Disability in UNICEF Strategic Plan 2022-2025⁵

9. Showing important advances on disability inclusive work, the number of children with disabilities that UNICEF reached with disability inclusive programming, increased from 2.2 million in 2020 to 4.8 million in 2021, covering 148 countries.⁶ Additionally, UNICEF supports governments to further the rights of children with disabilities, through policy, cross-sectoral programming, strengthening data, and advocacy and awareness campaigns. UNICEF upholds the rights of children with disabilities, from promoting their best possible care to supporting their education and participation.

10. UNICEF works in partnership with governments, national statistical offices, academic institutions, and organizations of persons with disabilities (OPDs) to develop disability measurement, support the collection and dissemination of disaggregated data, advance knowledge management, and invest in global research to inform all relevant stakeholders, including children with disabilities. In recent years, UNICEF has been providing technical assistance to countries through the Child Functioning Module (CFM) launched in 2016 with the Washington Group on Disability Statistics. The use of the module in national surveys is a key milestone and an essential part of the contribution UNICEF has made to countries in the monitoring of the SDGs for children with disabilities. By 2021, 37 survey reports had been released with data on children collected through the CFM.

⁵ https://unicef.sharepoint.com/:w:/r/sites/PD-Disability/_layouts/15/Doc.aspx?sourcedoc=%7BB103DBE6-69D9-4967-9351-7AEF5ADABFB5%7D&file=Disability%20inclusion%202022-2025.docx&action=default&mobileredirect=true&web=1&cid=75539a96-32ee-4084-b9aa-2b63ac684f08

⁶ See, for reference, Annual Results Report 2021, Goal Area 5 <https://www.unicef.org/media/122786/file/Global-annual-results-report-2021-goal-area-5.pdf>



11. UNICEF works with partners to support policy development and procurement strategies to scale up the provision of assistive devices worldwide. Integrating supplies into regular programmes through market-shaping and procurement mechanisms, UNICEF has rapidly scaled up the provision of assistive devices and accessible products in emergency kits, reaching over 152,000 children with disabilities globally in 2020.
12. In humanitarian contexts, UNICEF works to ensure that children and adolescents with disabilities are represented in humanitarian decision-making and that all crisis-affected children with disabilities have safe

Children with disabilities are among the most marginalized people in every society.

A range of barriers limits their ability to function in daily life, access social services (like education and health care) and engage in their communities. These include:

Physical barriers – for example, buildings, transportation, toilets and playgrounds that cannot be accessed by wheelchair users

Communication and information barriers – such as textbooks unavailable in Braille, or public health announcements delivered without sign language interpretation

Attitudinal barriers – like stereotyping, low expectations, pity, condescension, harassment and bullying

Each of these is rooted in stigma and discrimination that reflect negative perceptions of disability associated with ableism: a system of beliefs, norms and practices that devalues people with disabilities-UNICEF

Source: Children with disabilities | UNICEF. (2022). Retrieved August 22, 2022, from <https://www.unicef.org/disabilities>

access to humanitarian assistance, along with opportunities to participate in emergency response, recovery and rebuilding efforts. The 2021 Global Annual Results Report, Goal Area 5, estimates that, in emergency response contexts, 55 per cent of the UNICEF country offices, systematically included children with disabilities in their programming work, an increase from 44 per cent in 2020.⁷

13. Recently, UNICEF gave recognition to disability inclusion as a core strategic area of focus over the next decade. Disability is now a cross-cutting programme in the 2022-2025 UNICEF Strategic Plan, yet despite this institutional commitment, children with disabilities too often remain on the margins of programming across all five of the Plan's Goal Areas. While the factors that contribute to this exclusion are many, stigmatizing attitudes, practices, and policies persist in creating barriers to realizing the full rights and dignity of children with disabilities. UNICEF uses C4D strategies to challenge and change the harmful

⁷ See, for reference, Annual Results Report 2021, Goal Area 5 <https://www.unicef.org/media/122786/file/Global-annual-results-report-2021-goal-area-5.pdf>



assumptions that lead to disability stigmatization at various levels. However, the thematic scope of disability inclusion should not be limited to C4D strategies alone.

14. Further, the United Nations Disability Inclusion Strategy (UNDIS) lays out a clear System wide framework and accountability mechanisms for UNICEF to ensure disability inclusion. The UNDIS has both a policy and an accountability framework. The policy establishes the highest levels of commitment and a vision for the UN system on disability inclusion for the next decade. The accountability framework establishes clear and achievable objectives against which UN organizations will be held accountable at individual entity and country team levels. The accountability framework consists of four focus areas and 15 indicators.⁸ The four core areas are: (i). Leadership, strategic planning, and management, (ii). Inclusiveness, (iii). *Programming* and (iv). Organizational culture.
15. To guide the organization's approach to the work on disability in both (i) programmatic sectors/areas and (ii) institutional systems and processes, the UNICEF Disability Section is developing a disability strategy and action plan, prepared to guide the 2022-2030 period (DIPAS). This document aims at describing an action plan outlining a disability inclusion priority agenda and a strategic framework for accelerating programming results based on evidence, lessons learned and good practices. The Strategy distinguishes both programmatic approaches and organizational approaches. The Subject of this Evaluation will focus mainly on the programmatic approaches.

Evaluation Purpose, Scope, Questions, and Intended Use and Users

Evaluation Purpose

16. There are two purposes for the Evaluation. The first is formative and seeks to better position UNICEF in delivering results for children with disabilities, by identifying and filling knowledge gaps by: (1) Identifying the existing barriers and enablers that hinder or enable UNICEF disability inclusive programming to address the needs of children with disabilities; (2) Identifying existing UNICEF disability inclusive programming approaches and models to reach out (with information and services), to create enabling environments, and to empower children with all types of disabilities. More specifically, identifying what lessons can be learned, what are the innovative approaches that can be scaled up or transferred to other contexts, including humanitarian and peacebuilding contexts? A secondary purpose from the accountability side, is to identify what results have been achieved so far, what are the key barriers and enablers UNICEF is facing to deliver and reach out to children with disabilities, and what more can be done to mainstream disability-inclusive approaches to programming?

⁸ Indicators include 1 Leadership; 2 Strategic planning; 3 Disability-specific policy/strategy; 4 Institutional setup; 5 Consultation with persons with disabilities; 6 Accessibility; 6.1 Accessibility of conference and events; 7 Reasonable accommodation; 8 Procurement; 9 Programmes and projects; 10 Evaluation; 11 Country programme documents; 12 Joint initiatives; 13 Employment; 14 Capacity development for staff; 15 Communication.



Objectives

17. The Evaluation will pursue the following objectives:

- I. To identify how effectively disability inclusion has been implemented, over the 2018-2022 period.
- II. To identify barriers and enabling factors affecting UNICEF disability-inclusive programming, ensuring the inclusion of children with disabilities in all of UNICEF programmatic work.
- III. To assess what results were achieved, so far, for children with disabilities
- IV. To identify effective, innovative, and promising UNICEF disability-inclusive programming approaches ensuring the inclusion of children with disabilities in all its work and addressing the specific needs of children with all types of disabilities. To identify best practices that can be adjusted or transferred across development, humanitarian, or peacebuilding contexts.
- V. To identify lessons that can be learned from global, regional, and country level initiatives, as well as from various development and humanitarian contexts

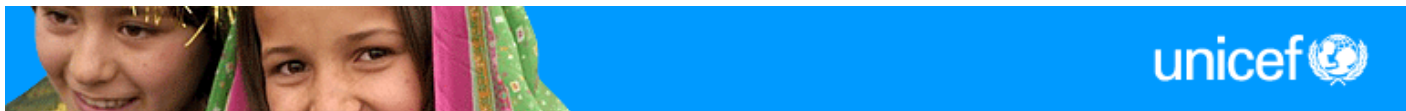
Evaluand

18. The Evaluation will focus on UNICEF-supported work on disability inclusion in the context of the CRPD, UNDIS and the (forthcoming) DIPAS. The Evaluation will examine the programmatic approaches and further refine them as necessary during the inception phase.

Scope

19. The Evaluation will be global, focusing broadly on disability inclusive programming, across UNICEF result areas. Within this framework, the geographic, chronological, and thematic scope will be further refined under the inception phase, but are proposed as follows:

- I. Geographic Scope: Beginning with a global scope, the Evaluation will select two to four countries as the subject of a comparative case study. Some selected countries will demonstrate promising practices toward disability inclusion of Children with disabilities and other selected countries will demonstrate bottlenecks or challenges. The Evaluation will also select up to 10 countries as a desk-based case study to further support the evidence base of the comparative case study approach.
- II. Chronological Scope: The chronological scope is 2018-2022, with primary focus on the strategic period of the 2022-2025 Strategic Plan, recognizing that this period has just begun (even those from the secondary chronological scope of the 2018-2021 Strategic Plan). Information from before 2018 is acceptable to use if needed.
- III. Thematic Scope: The Evaluation will consider disability, as a Goal Area 5 programme result within the 2018-2021 Strategic Plan period, and, mindful of the recent changes, a cross-cutting priority, within the 2022-2025 Strategic Plan period. The forward-looking approach to this Evaluation aims at assessing UNICEF disability-inclusive work across all programmatic sectors of the organization, both in development and humanitarian contexts. The overarching theme of the Evaluation aims at identifying the vertical and horizontal factors that eliminate (or contribute to) stigma, and invisibility and create



enabling environments to support children with disability to reach their full potential and maximize well-being.

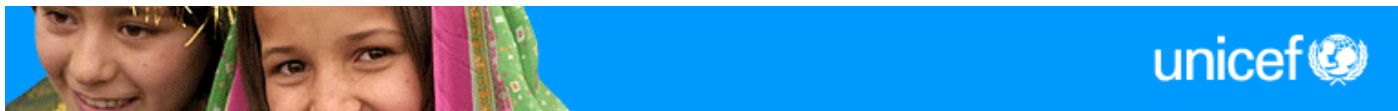
Evaluation Questions

20. The main objective of this Evaluation is to understand how UNICEF is addressing disability inclusion in programming, both in developmental and humanitarian contexts. Additionally, the evaluation aims at assessing barriers and enabling factors (strategic, technical, and operational), affecting UNICEF’s ability to deliver disability-inclusive programming and the organization’s contribution to results for children with all types of disabilities. This exercise aims at identifying lessons learned and best practices on disability-inclusive approaches used at all levels of the organization. To this end, the proposed key questions for the Evaluation to meet this objective are listed in Table 1 below.⁹

Table 1: Proposed evaluation questions

CORE AREA / OBJECTIVE	KEY EVALUATION QUESTIONS	POTENTIAL SUB-EVALUATION QUESTION*
Research phase To identify the barriers and enabling factors affecting UNICEF inclusive programming.	What are the factors contributing to or hindering the success of disability-inclusive programming and implementation of such plans?	<ul style="list-style-type: none"> ▪ What are the comparative advantages and possible bottlenecks faced by UNICEF in promoting and integrating disability-inclusive approaches to programming? ▪ What are the most prominent strategic, technical, and operational factors contributing to and those hindering UNICEF’s ability to fully realize disability-inclusive programming at all levels of the organisation? ▪ What are the determinants of inclusive programming addressing stigmatisation, invisibility and accessibility?
Relevance/Coherence To map UNICEF disability-inclusive programming approaches to ensure the inclusion of children with disabilities in all its work and to address the needs of children with disabilities.	Which UNICEF disability-inclusive programming approaches are the most effective and promising to ensure the inclusion of children with disabilities in all its work and to specifically address the needs of children with all types of disabilities?	<ul style="list-style-type: none"> • To what extent is UNICEF promoting and integrating disability-inclusive approaches to all relevant programming areas, including cross-sectoral programmatic areas? • Have the disability cross-sectoral strategic priorities been well defined and operationalized, with an evidence-based approach? • To what extent are UNICEF existing strategies and tools supporting or have contributed to advance and mainstream disability inclusion in the organization’s programmatic work? • Has the disability-inclusive programmatic work been operationalized and planned to ensure the inclusion of children with disabilities in all its work and to achieve targeted results and outcomes for children with all types of disabilities? • To what extent are the organization’s disability inclusive strategy and operational plan conducive to greater synergies across all sectoral areas? • To what extent is the support provided for children with disabilities coherent with national, and subnational context and priorities? • Have contradictions with other interventions and policies prevented the implementation and achievement of the development objectives, or are policies mutually reinforcing?

⁹ All evaluation questions and sub-questions should be further refined during the inception phase in a way that ensure the continuing relevance of the exercise, based on consultations with reference group and upon agreement from Evaluation Office.



<p>Effectiveness/ result achievement</p> <p>To assess the organization’s contribution to results for children with all types of disabilities</p>	<p>To what extent has UNICEF-supported disability-inclusive interventions and programmatic work contributed to the achievement of targeted results and outcomes for children with all types of disabilities?</p>	<ul style="list-style-type: none"> To what extent UNICEF was disability-inclusive programming able to effectively address the issues of stigmatisation, invisibility, and access? To what extent is the organization’s disability inclusive strategy leading to greater multi-sectoral contributions to support the needs of children with all types of disabilities?
<p>Lessons learned</p> <p>To identify lessons learned as well as the effective, promising, and innovative implementations used to ensure the inclusion of children with disabilities in all its work and to address the needs of children with disabilities.</p>	<p>What lessons can be learned from UNICEF’s work in supporting effective, innovative disability-inclusive programming?</p>	<ul style="list-style-type: none"> Which disability-inclusive programming approaches are the most effective, innovative, or best practices to ensure the inclusion of children with disabilities in all its work and to specifically address the needs of children with all types of disabilities? Are these approaches sustainable, and might they have the potential to be up scaled?

Evaluative criteria:

21. Because of its specific aims, the Evaluation will assess UNICEF disability inclusion interventions against the following OECD and other evaluative criteria: relevance, coherence, effectiveness, and lessons learned.

- I. Relevance: Is the intervention doing the right things? The extent to which the intervention's objectives and design respond to beneficiaries' global, country and partner/institution needs, policies and priorities, and continue to do so if circumstances change.
- II. Coherence: How well does the intervention fit? The extent to which other interventions (particularly policies) support or undermine the intervention and vice versa. This includes internal coherence and external coherence.
- III. Effectiveness: Is the intervention achieving its objectives? The extent to which the intervention achieved, or is expected to achieve, its objectives and its results, including any differential results across groups
- IV. **Lessons learned:** Translate past experience into relevant information/knowledge for better decision-making and thus contribute to improved program or project performance, outcome, or impact. See, for further reference ILO: Lessons Learned: Utilizing lessons learned from ILO project evaluations in policy decision-making: International Labour Office Evaluation Unit International Labour Office Evaluation Unit March 2012.

Intended Use and Users

22. The intended use of this Evaluation is to identify and adopt policies, processes, and programming that promote disability inclusion, and therefore enable a rights-based approach at the country, region, and headquarters levels of UNICEF. While the primary and secondary users of this Evaluation include UNICEF personnel, donors, and national governments, its primary stakeholders are children and adolescents with



disabilities, their families, and Organizations of Persons with Disabilities (OPDs). The evaluation team and UNICEF personnel are ultimately accountable to these primary stakeholders.

23. The evaluation team bears a duty to uphold the rights of these stakeholders and involve them as partners, rather than subjects, in the evaluation activities. Further, the evaluation team must demonstrate awareness of how the intersection of multiple characteristics, such as gender, socioeconomic status, rural vs. urban population, and racial, ethnic and/or national identities, may impact rights-based approaches to disability inclusion. The evaluation team should clearly define how they will engage children and adolescents with disabilities, their families, and OPDs, including those with the characteristics named, in all stages of the Evaluation.
- I. Primary Users: UNICEF personnel in the Evaluation Office, the Disability Team, programmatic sectors, Human Resources Management, and leadership at headquarters, regional, and country office levels are the primary users of this Evaluation.
 - II. Secondary Users: Donors, national governments, other UN agencies, and external partners (including OPDs) are the secondary users of this Evaluation.

Evaluation Approach and Methodology

Approach

24. The Evaluation will adopt a phased approach, for which the first phase, a research phase, will be to further identify and understand the UNICEF approach to working with children with disabilities. This phase will not only examine the different models of intervention but also explore the determinant factors affecting UNICEF performance. This will not be limited to but will include, at minimum, the factors identified in the scoping phase, such as the role and impact of *Stigmatization*, *invisibility* and *accessibility* that affects children with disabilities.
25. Indeed, stigmatization, which is a social act of degrading a population within a society because of features, was commonly identified as a reason why children with disabilities face exclusion in the scoping exercise for this Evaluation. Stigmatization may lead to either discriminatory practice (i.e., exclusion based on a particular characteristic) or differential treatment in relation to human rights (i.e., human rights are not upheld for individuals with disabilities in the same way they are for others identified as non-disabled).
26. Furthermore, Invisibilization is also an important factor affecting children with disabilities. Indeed, children and adolescents with disabilities may not be considered at all in national policies and thus, UNICEF programmes, which exacerbates exclusion and vulnerability. Invisibilization, for example, might occur in humanitarian crises when the needs of children with disabilities are overlooked. Invisibilization may also occur in UNICEF programming, at times when children with disabilities are not considered in national



programming decisions, or data on outcomes of programmes do not identify outcomes of programmes for children with disabilities.

27. Another factor affecting children with disabilities, is accessibility. Children and adolescents experience disproportionate barriers to employment, education, healthcare, social services, and social protection. Because of a lack of access to valuable services, and often a lack of professionals with disability-specific training or orientation, children and adolescents may face additional risks from climate degradation, urbanization, conflict, forced migration, and access to nutritional diets and WASH services. Accessibility barriers were also exacerbated during the COVID-19 pandemic.
28. In sum, the three main barriers and challenges related to disability inclusion mentioned above will be at the centre of the research phase and explore how they affect both UNICEF and development partners' programs and strategies.
29. A second phase, informed by the first phase, will be the evaluation phase, in which the Evaluation will focus on UNICEF and government partner performance in addressing the challenges faced by children with disabilities. A comparative case study approach is envisioned, where up to 4 in-depth cases will be selected (country and/or thematic), and up to 10 desk-based case study countries will also be selected but feeding directly into the comparative analysis for the synthesis study.

Methodology

30. The Evaluation should use a mixed-methods approach to answer the evaluation questions. The qualitative methodology should include desk review and key informant interviews, while quantitative methodology should include analysis of survey data and administrative data, as necessary. Each of these methods is summarized below, and will be subject to an inception phase in which the final agreed approach will be described in the inception report:
 - I. Desk review: The evaluation team will conduct a desk review of UNICEF documents, such as strategic plans, policies, and reports, with a lens of disability inclusion, and drawing especially from UNICEF Innocenti's evidence and gap map (EGM) as necessary. In conjunction with the key informant interviews, the desk review will contribute to addressing the issues identified in the research phase and answering the questions. After this preliminary desk review is completed, the evaluation team could conduct another review of UNICEF reports, communications products used for the public, and programme guidelines, policies, and interventions using the indicators developed.
 - II. Key informant interviews: The evaluation team will interview UNICEF staff from the Disability Team and development partners, including Children with Disabilities as needed and to be decided at the inception phase. KII questions should be developed by the evaluation team and grounded in the normative framework of the Convention of the Rights of Persons with Disabilities (CRPD), the Convention on the Rights of the Child (CRC), and other relevant UN instruments.



III. Data analysis, summarizing and display: The bulk of the data collected will be qualitative, generated from the document review and key informant interviews. As such, the main data analysis approach will be document analysis, also known as extant data analysis, often used in organisational performance assessments. Standard qualitative data analysis techniques of thematising, clustering and in some cases, comparing and contrasting responses to the same questions¹⁰ will be employed. For secondary data analysis on *indicators of disability inclusion* and normative questions, descriptive statistics will be generated from ratings. Comparisons between groups of stakeholders, as well as significance testing where feasible should be undertaken. The type of analysis will depend on the type of data that is and will be made available for the evaluation.

Deliverables

31. The evaluation team is responsible for submitting the following deliverables:

- I. *Inception report*: The inception report should include a comprehensive background on the selected inclusive approaches; a finalized purpose, objective and scope; draft ToC's for each inclusive intervention with UNICEF inputs; finalized evaluation questions; an evaluation matrix (including indicators through which the criteria will be assessed); a final list of data sources to be used; the methodology; finalized sampling strategy, data analysis plan and final data collection instruments and timelines for deliverables. A draft inception report should be shared with the reference group, after which the evaluation team should incorporate the received feedback and finalize the inception report. Following its finalization, the evaluation team should field-test the data collection instruments in the first country and incorporate feedback in the final instruments; after which roll-out in the other countries should start. Excluding annexes, the report should be concise and not be longer than 40 pages.
- II. *Main Synthesis evaluation report*: The synthesis evaluation report is the main deliverable of the evaluation, and should synthesize findings, conclusions against each of the evaluation question and recommendations across evaluated inclusive intervention and approaches and countries. The report should be in line with UNICEF-adapted UNEG Evaluation Report Standards. The report should contain an executive summary of maximum five pages, a description of the programmes evaluated, the evaluation's objectives, the methodology used and the evaluation's main findings, conclusions and recommendations. Excluding annexes and the executive summary, the report should not be longer than 60 pages, excluding annexes and will be submitted to reference group for comments which are expected to be fully addressed.
- III. *Country Evaluation Reports (4)*: Country Evaluation reports should complement the synthesis evaluation report. The reports should provide a high-level overview of the inclusive intervention/approach evaluated in the country and the scope of fieldwork and then focus on the

¹⁰ Patton, Michael. *Qualitative Research and Evaluation*, 3rd Edition. SAGE Press. 2001



findings, conclusions and recommendations based on the analysis of this particular inclusive approach. Excluding annexes, each country evaluation report should not be longer than 30 pages.

- IV. *Validation workshop*: Prior to finalization of the summary report, the evaluation team needs to conduct a validation workshop to collect views on the findings from the Evaluation Office and the Reference Group. Given the recommendations are from the Evaluation Office, the validation workshop will also discuss the draft recommendations, following a co-generation process, while maintaining the independence of the Evaluation team, and under the leadership and ownership of the Evaluation Office. In addition, staff from UNICEF offices not visited during the assignment may be invited to participate in some sessions of the workshop, serving to corroborate the findings with experiences from other countries, further triangulating the conclusions and recommendations. The workshop is to be organized after submission of the first draft summary report.
- V. *Datasets* The evaluation team should make available all data that has been collected, not limited to but including from survey, focus group and KII.

32. All minutes and reports will be in Microsoft Office Word format, while all presentations will be in Microsoft Office PowerPoint. No PDF or hard copy will be submitted by the evaluation team. The use of reader-friendly techniques such as bullet points, tables, graphs, photos, videos embedded in presentations and reports, and other visualization methods is encouraged. All data collected, documentation gathered, and photos/videos taken, and analyses produced for the purpose of the Evaluation are to be made available to UNICEF in the appropriate format. Graphs and maps must be in editable format for layout purposes. The use of annexes is required for the evaluation tools, for all secondary information that is not directly related to the evaluation findings, as well as for any long technical documentation intended to a specific audience. PowerPoint presentations must include notes below each slide to make them easy to understand for people who could not attend the meeting.

33. All documentation must be in professional level standard English and in compliance with UNICEF Style Book 2015 and UNICEF Brand Toolkit 2012. All key deliverables (including draft versions submitted to UNICEF) must be language-edited by a native speaker and good writer. All key deliverables will be made available on the UNICEF public website and widely disseminated to all target audiences. The final evaluation report will be copy-edited by a professional service provider contracted by the Evaluation Office. See further below for more information on quality assurance requirements and processes for Evaluation in UNICEF.

Risk Management and Ethical Issues

34. Availability of information: While there is systematic information on global initiatives and UNICEF priorities and programs focused on children with disabilities, the most critical risk is that programming elements may still be incomplete and not available in the Annual Reports (COARs), UNDIS reports, or that implementation of activities associated with the 2022-2025 Strategic Plan may not have generated enough



information to undertake a meaningful assessment and/or critique at the country level. An effort should be made by UNICEF (Evaluation Office and Reference Group) to ensure that the Evaluation team gets as complete a picture as possible about the implementation status of current activities that contribute to disability inclusion at UNICEF.

35. The Evaluation team should seek information from different sources than children as much as necessary and use proxy data as much as possible. If no possible, or desirable children might be consulted, and protocol dully submitted for ethical review and approval. This should be clarified during the inception phase. Also, ethical clearance will be sought as deemed necessary. However, consultants are invited to identify anticipated ethical issues throughout the evaluation project as well as the measures and methods adopted to mitigate them.
36. The Evaluation will be conducted in accordance with UNICEF and UNEG ethics guidelines. It will not require an independent ethical review. Relevant guidance from the United Nations Evaluation Group (UNEG) and UNICEF are available online: [UNEG Ethical guidelines for evaluations](#), [UNEG Code of conduct for Evaluation in the UN System](#), and the [UNICEF Procedure for Ethical Standards in Research](#). Consultants will also be asked to sign a number of individual statements/commitments on ethical standards for evaluations and on child protection and prevention of sexual exploitation and abuse.

UNICEF quality assurance standards and processes for evaluations

37. The Evaluation Office will provide quality assurance on all assessment tools and documents based on the UNEG's and UNICEF's norms, standards, processes and tools. The consultant will be familiarized with these and is expected to observe them during the entire evaluation process.
38. Once approved, the final evaluation report will be submitted to the UNICEF's global evaluation reports oversight system (GEROS) for an independent quality review. The report and the review will be made available on the UNICEF Internet website, in compliance with the commitment for transparency of evaluation findings.

Management and Governance Arrangements

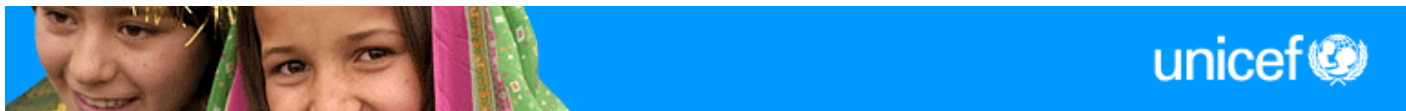
Roles and Qualifications of the Evaluation Team

- a. The Evaluation will be conducted by a team of three experienced evaluators (Team Leader and Two Team Members) with one of them possessing content expertise in disability inclusion programming in areas relevant to UNICEF, knowledge of UNICEF and its Strategic Plan. They should be able to work within the given timeline. Preference will be given to teams whose membership is comprised of persons



with disabilities who have standpoint expertise and interpretive experience related to stigma and barrier reduction.

- b. Team Leader – Responsible for the overall direction of the Evaluation in expected quality and timeliness, liaising with the UNICEF Evaluation Office.
 - An advanced university degree (PhD or MA) in a related field or in one of the UNICEF programmes.
 - A minimum of 10 years of evaluation experience, including leading evaluation teams. Preference will be given to team leaders with UNICEF evaluation experience and thematic experience on disability-inclusive approaches.
 - Strong knowledge or experience in UNICEF programming.
 - Have strong evaluation methodological expertise, experience in leading complex evaluation projects to meet the requirements of this TOR.
 - Fluency in English is required. Knowledge of another official UN language is an asset.
- c. Team member – Evaluator 1 will serve as a content expert to interpret disability-inclusion findings through a lens of a rights-based normative framework and social model of disability. The Evaluator will work under the leadership of the Team Leader.
 - An advanced university degree (PhD or MA) in a related field to one of the UNICEF programme areas.
 - A minimum of 7 years of evaluation experience, preferably with disability-inclusion expertise and preferably with knowledge or experience in UNICEF programming.
 - Have professional, academic, or lived knowledge of guiding factors related to disability inclusion and barriers to such inclusion.
 - Fluency in English is required. Knowledge of another official UN language is an asset.
- d. Team member – Evaluator 2 will serve as an expert on evaluation methodologies and work under the leadership of the Team Leader.
 - An advanced university degree (PhD or MA) in a policy-related field related to one of the UNICEF programme areas, or a field with intensive evaluation methodology requirements.
 - A minimum of 7 years of evaluation methodological expertise, preferably with knowledge or experience in UNICEF programming.
 - Although methodologies are described in this TOR, the evaluation methodology expert will provide additional expertise on the implementation of the prescribed methods within the context of the UNICEF structure and contribute to evaluation quality.
 - Fluency in English is required. Knowledge of another official UN language is an asset.



39. To be appointed by the Director, Evaluation Office, a reference group will provide thematic expert advice during the Evaluation. The chair of the reference group will be the Director or its delegate, the evaluation manager. The reference group will have the following responsibilities:

- I. Provide inputs in the inception phase to influence the approach of the Evaluation, and, where necessary, provide information and institutional knowledge as key informants.
- II. Review selected evaluation products (inception report, and final/penultimate report) and provide written comments to the evaluation team through the evaluation manager.
- III. Where feasible, contribute to the post-evaluation management response, action plan and dissemination strategy.

40. The Evaluation will be managed from the UNICEF's Evaluation Office, by an Evaluation Specialist. The Evaluation Specialist will manage the team and ensure smooth implementation of the evaluation. S/he will also have a responsibility to:

- I. Co-ordinate, direct and supervise all activities of the Evaluation and its execution.
- II. Be the liaison between the evaluation team and the reference group, and provide periodical updates on the execution of the Evaluation, as well as internal review processes.
- III. Prepare and finalize publishing-ready versions of the reports for issuing by the Director, Evaluation Office.
- IV. Provide oversight and guidance to the evaluation team on UNICEF requirements and standards for evaluative work.
- V. Approve all deliverables.

41. All current UNICEF staff may be involved only as key informants or in other specific roles (e.g., member of the reference group). They may not be evaluation team members. Former UNICEF staff or consultants that have worked in education or disability programming may be members of the evaluation team if they meet the technical qualifications. However, any prior involvement with UNICEF should be declared during the bidding/contracting stages so that the prospective team can be cleared of possible conflicts of interest.

Timeframe and Deliverables

42. The Evaluation timeframe will be 10-months, beginning in February 2023 and ending in December 2023¹¹. The work plan phases are summarized in the table below.

Table 2. Evaluation tasks and timeframe

Phases	Deliverables	Time Frame/ division of labor
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¹¹ Subject to change given the launch date of the actual work



<p>0.0 Recruitment of evaluation team Senior Evaluators (Evaluators 1 and 3) Junior Evaluators (Evaluators 2a and 2b)</p>	<p>Contract to execute the formative Evaluation issued to every; team member onboarded</p>	<p>December 2022</p>
<p>1.0 Inception phase</p> <ol style="list-style-type: none"> 1.1 Search and compilation of documents 1.2 Preliminary review of UNICEF planning documents 1.3 Refining/confirming the formative evaluation approach and methodology, including stakeholder analysis 1.4 Developing instruments for the Evaluation 1.5 Compilation of the inception report 1.6 Briefing and planning meetings with Evaluation Office, Disability Team 1.7 Presentation to reference group meeting 	<p><u>Deliverable 1:</u> Final draft of inception report</p>	<p>February 2023</p>
<p>2.0 Desk review and analysis phase</p> <ol style="list-style-type: none"> 2.1 Compilation of documents (continued) 2.2 In depth review of literature and UNICEF planning documents 2.3 Stakeholder analysis executed and finalized 2.4 Interviews with UNICEF leadership, disabilities technical teams at all levels 2.5 Compilation of desk review report 	<p><u>Deliverable 2:</u> Desk review and analysis report (also zero draft of the evaluation report)</p> <ul style="list-style-type: none"> • Literature review chapter • Data files from Desk analysis • Preliminary findings for descriptive questions • Evaluation instruments piloted and validated 	<p>March – June 2023</p>
<p>3.0 Field-based data collection phase</p> <ol style="list-style-type: none"> 3.1 Interviews with UNICEF and non-UNICEF key informants in the field 3.2 Country office debrief 3.3 Compilation of findings and conclusions 	<p>Data collection reports</p>	<p>July – October 2023</p>
<p>4.0 Reporting and validation of findings phase</p> <ol style="list-style-type: none"> 4.1 Stakeholder workshop to validate evaluation findings 4.2 Prepare inputs into the final draft report 4.3 Compilation of the final draft report and recommendations 4.4 Presentation to reference group meeting 	<p><u>Deliverable 3:</u> <i>first draft of the final report</i></p>	<p>November 2023</p>
<p>5.0 Presentation and dissemination of final report phase</p> <ol style="list-style-type: none"> 5.1 Revision of the report to incorporate reference group comments 5.2 Facilitation of dissemination webinar 	<p><u>Deliverable 4:</u> <i>Final evaluation report</i> and PowerPoint presentation,</p>	<p>December 2023</p>

How to apply

Interested candidates must submit the following documents:

- CV and cover letter.
- A short technical proposal on how the consultant (or team, if the application is made by a team) intends to conduct the evaluation work, including the expected level of effort (number of days per phase and per team member). The technical proposal should not be longer than 15 pages, concise and explain how the team understands the assignment, what needs to be done and how and when (key



deliverable/timetable) they propose to do it, if different from the TORs.

- The daily rate should indicate the expected total budget with a breakdown cost for each stage of the work and by deliverables.
- The budget can include travel costs as a separate item but given the uncertainty about the feasibility of travel at this stage, UNICEF reserves the right to exclude the estimated travel amount from the prospective contract amount and may pay directly travel costs as needed.
- The application should be accompanied by short examples (through links provided or attached documents) of analyses that show direct and recent evaluation experience and competence to undertake this consultancy in line with the required qualifications described above.
- A test may be administered to shortlisted candidates/team.