

# Evaluation of UNICEF Türkiye Country Program (2021 - 2025)

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Inception Report – (May 2024)

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## LIST OF ACRONYMS

ADAP	Adolescents Development and Participation Program
CEDAW	UN Committee on the Elimination of Discrimination against Women
CO	Country Office
COAR	Country Office Annual Reports
CP	Child Protection
CPD	Country Programme Document
CPE	Country Programme Evaluation
CRC	Convention on Child Rights
CRM	Child Rights Monitoring
CRPD	Committee on the Rights of the Persons with Disabilities
CSI	Country Strategic Indicators
CSO	Civil Society Organization
CSW	Centre for Social Work
DGMM	Directorate General of Migration Management
ECARO	Europe and Central Asia Regional Office
ECD	Early Childhood Development
EM	Evaluation Manager
ERG	Evaluation Reference Group
ET	Evaluation Team
EU	European Union
GDP	Gross Domestic Product
IM	Inception Mission
IR	Inception Report
KII	Key Informant Interview
M&E	Monitoring & Evaluation
MOF	Ministry of Finance
MOFLSS	Ministry of Family, Labour, and Social Services
MOH	Ministry of Health
MOJ	Ministry of Justice
MONE	Ministry of National Education
MOYS	Ministry of Youth and Sports
NGO	Nongovernment Organization
NDS	National Development Strategy
RAM	Results Assessment Module
RBM	Results Based Management
RMS	Resource Mobilization Strategy
SDGs	Sustainable Development Goals
TOC	Theory of Change
TOR	Terms of Reference
UN	United Nations
UNDP	United Nations Development Programme
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children’s Fund
UNCT	United Nations Country Team
UNSDCF	United Nations Strategic Development Cooperation Framework

## 1.0 INTRODUCTION

1. This Inception Report (IR) is for the end of cycle evaluation of the UNICEF Türkiye Country Programme (TCP) of cooperation 2021-2025. The TCP is UNICEF's contribution to the realisation of child rights, and particularly the most vulnerable groups in the country. The objective of the TCP is to expedite the progress towards the realisation of rights for all and reflects UNICEF's long-term vision to reach results at a lowest level. The TCP emphasises a strong sector-based approach and focus on up-stream systems strengthening.<sup>1</sup>
2. This Türkiye Country Programme Evaluation (TCPE) is commissioned by the UNICEF Europe and Central Asia Regional Office (ECARO) with active engagement from the Türkiye Country Office and will cover the period from January 2021 to June 2024.<sup>2</sup> The timing of this evaluation aims to inform UNICEF, its partners, and other stakeholders on the progress of the programme and lessons learned, to present recommendations for ongoing programme adjustments and to inform the implementation of the next programme cycle in Türkiye based on essential findings.
3. The purpose of this IR is to present the scope, purpose and objectives of the evaluation and the operational plan for the evaluation. It describes the existing information about the context, the programme implementation, and results, and identifies key stakeholders. The document outlines the intended evaluation approach and methodology and describes how the evaluation will be organized. The IR is a working tool to ensure that the expectations of the evaluation from the commissioning body (UNICEF) and key stakeholders are properly integrated into the evaluation plan by the Evaluation Team (ET). It also serves as the contract of agreement between the Evaluation Manager (EM) and the ET for all aspects of the evaluation operational plan and further describes how the evaluation report will be disseminated and used. The basis of the IR is built on the Evaluation Terms of Reference (TOR) presented by UNICEF ECARO ([Annex 1](#)).
4. **Inception Phase.** The purpose of the inception phase was to gather relevant background information on the programme and the context in which it is being implemented; to learn from Country Office and Regional Office stakeholders about their priority areas of learning from the evaluation; and to begin making detailed plans for the data collection and analysis phases of the process. Although there was no inception mission for this evaluation, the CO organized **inception interviews** with key UNICEF staff to further inform the evaluation scope and objectives ([Annex 9](#)). Desk review of shared documentation from the TCP was reviewed prior to the commencement of the data collection phase ([Annex 11](#)). While no changes to the proposed evaluation questions were made, the inception phase identified important themes of inquiry for integration within the next Country Programme Document (CPD) that the evaluation will highlight within the evaluation questions. As stated in the TOR, the CPE will look at the strategic positioning of UNICEF in terms of its work on strengthening government systems ensuring contributions across the Nexus within UNICEF's comparative advantage and relevance. Additional themes identified within the TOR include interest within the next CPD to explore programming with emerging areas including youth around climate change; attention to programming with the Roma community; and enhancing the engagement of the private sector in the next CPD; as well as the sustainability of existing partnerships. As a consequence, the focus of the evaluation process will need to include more forward oriented observations regarding potential programme engagement in these sectors in addition to the accountability and learning components of the current CPD.

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<sup>1</sup> Türkiye Country Programme Evaluation (2021-2025) Terms of Reference.

<sup>2</sup> The programme is slated to continue until December 2025.

## 2.0 CONTEXT AND DESCRIPTION OF THE OBJECT OF EVALUATION

### 2.1 Context Description

5. **Overview.** Türkiye is the 19th largest economy in the world<sup>3</sup>, with a population of around 85 million and 372 thousand as of December 2023.<sup>4</sup> The resident child population stood at 22 million 206 thousand (26 per cent of the total) as of April 2024.<sup>5</sup> Türkiye hosts about 3.9 million refugees, including 3.2 million Syrians under temporary protection, at the end of 2023.<sup>6</sup> Of these, 49.6 per cent are estimated to be in the 0-18 age group.<sup>7</sup> Table 1 summarizes the key indicators for Türkiye.

**TABLE 1: TÜRKİYE OVERVIEW KEY STATISTICS (APRIL 2024)<sup>89</sup>**

Population, million	85,372,377
GDP, current US\$ billion	1,108,453
GDP per capita, current US\$	12,849
Human Capital Index %	65
Life Expectancy at Birth, years	76
Survival to Age 5, %	99
Survival to adulthood, %	91

6. **Economic Development.** Over the past two decades, the development achievements of Türkiye are notable; between 2002 -2022, the real gross domestic product (GDP) maintained an average of 5.4 per cent, doubling income per person (adjusted for inflation) during that span, and classified as an upper middle-income country. There is an observed poverty reduction together with economic growth, with poverty decreasing by more than half from above 20 per cent in 2007 to 7.6 per cent in 2021, according to the World Bank Group Türkiye figures.<sup>10</sup> Türkiye was the 25<sup>th</sup> fastest-growing country from 2002-2022, and its economy continued to grow despite the challenges brought by the Covid-19 pandemic. However, the hardening of global economic conditions following the pandemic created vulnerabilities in the country's economy, resulting in high inflation rates and a slowdown in economic growth. GDP growth rate by the third quarter of 2023 was 3.9 per cent, which is low compared to 2022's 5.5 per cent and 11.4 per cent in 2021.<sup>11</sup> The inflation rate continued to remain high in 2023 at 64.77 per cent, affecting the purchasing power.<sup>12</sup> The at-risk-of-poverty rate was 21.6 per cent in 2022.<sup>13</sup> The monetary poverty rate continues affecting children, with the child poverty rate slightly increasing from 32.6 per cent in 2021 to 32.7 in 2022.<sup>14</sup> The inflation of housing and food prices is higher than the overall inflation, which negatively impacts the country's vulnerable communities. The recent monetary tightening, which started in May 2024, is expected to reduce inflation, though gradually, and further progress on poverty and inequality is foreseen in 2025. Yet, poverty is projected to stay at 7.8 per cent in the next few years.<sup>15</sup>

<sup>3</sup> <https://www.worldbank.org/en/country/turkey/overview>

<sup>4</sup> <https://data.tuik.gov.tr/Bulten/Index?p=Statistics-on-Child-2023-53679&dil=2#:~:text=TRKSTAT%20Corporate&text=According%20to%20Address%20Based%20Population,constituted%20by%20the%20child%20population.>

<sup>5</sup> [Ibid.](#)

<sup>6</sup> <https://en.goc.gov.tr/temporary-protection27>

<sup>7</sup> <https://en.goc.gov.tr/temporary-protection27> as of 11.022.2024

<sup>8</sup> <https://www.imf.org/external/datamapper/profile/TUR>

<sup>9</sup> [https://databankfiles.worldbank.org/public/ddpext\\_download/hci/HCI\\_2pager\\_TUR.pdf](https://databankfiles.worldbank.org/public/ddpext_download/hci/HCI_2pager_TUR.pdf)

<sup>10</sup> International Bank for Reconstruction and Development, International Finance Corporation, Multilateral Investment Agency, Country Partnership Framework for Türkiye, Document of World Bank Group, March 2024.

<sup>11</sup> <https://data.tuik.gov.tr/Bulten/Index?p=Quarterly-Gross-Domestic-Product-Quarter-III:-July-September,-2023-49663&dil=2>

<sup>12</sup> <https://data.tuik.gov.tr/Bulten/Index?p=Consumer-Price-Index-December-2023-49657&dil=2>

<sup>13</sup> <https://data.tuik.gov.tr/Bulten/Index?p=Poverty-and-Living-Conditions-Statistics-2022-49746&dil=2>

<sup>14</sup> <https://data.tuik.gov.tr/Bulten/Index?p=Poverty-and-Living-Conditions-Statistics-2022-49746&dil=2>

<sup>15</sup> International Bank for Reconstruction and Development, International Finance Corporation, Multilateral Investment Agency, Country Partnership Framework for Türkiye, Document of World Bank Group, March 2024.

7. The World Bank report<sup>16</sup> indicates the significance of the development of the private sector for Türkiye's economy and growth; according to the World Bank Group report, the private sector constitutes 98 per cent of the country's top 500 firms in terms of turnover, and it accounts for 78 per cent of investment and is the largest employer in the country. The 12<sup>th</sup> National Development Plan 2024-2028<sup>17</sup>, approved on 31.10.2023, acknowledging the importance of the private sector, underlines the need for technology and innovation-based initiatives in industry and production.
8. **Sustainable Development Goals.** In the last decade, Türkiye has made strides in social and economic development including reduced poverty and inequality and access to basic services for the most vulnerable.<sup>18</sup> The Government of Türkiye has demonstrated a commitment to poverty reduction the 11<sup>th</sup> and 12<sup>th</sup> NDPs. Based on the National Voluntary Review (NVR) exercise carried out in 2019, evidence showed progress in SDG 1 (No poverty), SDG 3 (Good health and well-being), SDG 6 (Clean water and sanitation), SDG 7 (Affordable and clean energy), SDG 9 (Industry, innovation, and infrastructure), and SDG 11 (Sustainable cities and communities). Per the VNR, ongoing sectors to be addressed in the Sustainable Development Agenda include gender equality (SDG 5), and boys' and girls' access to quality education (SDG 4). Equity across the SDGs also remains a challenge, with highly vulnerable groups of children, women, persons with disabilities, the elderly, and refugees, particularly at risk of failure to access public services<sup>19</sup>.
9. The 12th National Development Plan (NDP) 2024-2028 puts emphasis on sustainable development goals. The Plan notes that it has been prepared with the vision of building an "environmentally sensitive, disaster-resilient, economy generating high value-added based on advanced technology, sharing income fairly, stable, strong, and prosperous" Türkiye; it will serve as a guiding function to ensure the strategic management of our country's sustainable development process, aiming to utilize existing resources efficiently. The Plan consists of five main axes: "stable growth, strong economy", "competitive production through green and digital transformation", "qualified individuals, strong families, healthy society", "resilient living spaces against disasters, sustainable environment", and "democratic good governance based on justice." . The NDP particularly emphasizes the issue of children under every heading; in addition, the targets under the heading "Qualified People, Strong Families, Healthy Society" specifically list actions to be taken for children. Under the "Children" subheading, the goals include supporting the well-being of children, ensuring they can start life in equal and healthy conditions, providing equal opportunities for access to quality education from an early age, creating the best environment for healthy nutrition, shelter, and development, and increasing opportunities for them to realize their potential.
10. The NDP stresses the green transition, energy security, food security, and efficient water use, and the digital transition as global challenges guiding the strategy, aligning with the SDGs. The NDP refers to the global acceleration of the green transformation process through the European Green Deal and the need for Türkiye to comply with international regulations in sectoral capacity building, financial support, and carbon pricing mechanisms. Türkiye, after becoming a party to the Paris Agreement in 2021, has set forth the goal of net zero emissions by 2053 and submitted its updated Nationally Determined Contributions to the UN in 2022.
11. Türkiye has been one of the most affected countries by forced migration flows caused by humanitarian crises and instabilities in the surrounding region. The country has responded to the large-scale influx of refugees<sup>20</sup> since the onset of the Syrian civil war in 2011 . Türkiye's central geopolitical location on the Eastern Mediterranean migration route, land borders with

<sup>16</sup> [https://databankfiles.worldbank.org/public/ddpext\\_download/hci/HCI\\_2pager\\_TUR.pdf](https://databankfiles.worldbank.org/public/ddpext_download/hci/HCI_2pager_TUR.pdf)

<sup>17</sup> 12. Development Program (2024-2028) Report, The Presidency of Türkiye, Strategic and Budget Directorate

<sup>18</sup> Government of Türkiye, Türkiye's Sustainable Development Goals: 2nd VNNR "Strong Ground towards Common Goals, (2019) [https://sustainabledevelopment.un.org/content/documents/23862\\_Turkiye\\_VNR\\_110719.pdf](https://sustainabledevelopment.un.org/content/documents/23862_Turkiye_VNR_110719.pdf)

<sup>19</sup> [https://sustainabledevelopment.un.org/content/documents/23862Turkey\\_VNR\\_110719.pdf](https://sustainabledevelopment.un.org/content/documents/23862Turkey_VNR_110719.pdf)

<sup>20</sup> NOTE: Per the Country Programme Strategy, the term "refugee" refers to international protection applicants, international protection status holders (refugees, conditional refugees, and subsidiary protection status holders) and temporary protection beneficiaries as per the Turkish Law on Foreigners and International Protection (2013).

Greece and Bulgaria, and its proximity to countries witnessing internal crises (Syrian Arab Republic, Iraq, and Afghanistan) have placed the country under sustained migratory pressure. As the largest refugee-hosting country worldwide, as of December 2023<sup>21</sup>, more than 5.4 million foreign nationals are present in Türkiye. Approximately 4.1 million refugees and asylum seekers are registered, of whom 3.2 million are Syrians under temporary protection (SuTP) - almost half of whom are children, and 321,000 are international protection (IP) beneficiaries, primarily from Afghanistan, Iraq, Iran, and other nationalities.

12. To date, Türkiye's expenditures of its own resources for refugees has exceeded 37 billion USD<sup>22</sup> to provide the Syrians under Temporary Protection (STuP) with access to public services, including education, healthcare, and basic needs support. The EU is committed to assisting Türkiye in dealing with the refugee challenge, and since 2011 it has directed close to €10 billion to assist refugees and host communities in Türkiye. One of the main mechanisms for managing this funding, the EU Facility for Refugees in Türkiye, coordinates a total of €6 billion in support to refugees and host communities in Türkiye. The full operational budget of the Facility €6 billion has been allocated and contracted, and more than €5.3 billion has been disbursed<sup>23</sup>.
13. **Health.** The health care system in Türkiye is a combination of public and private services; social security insurance covers access to all public health services. The registered SuTP members in Türkiye have access to the public health system. The healthcare system in Türkiye has undergone a major transformation through the introduction of the Health Transformation Program, which was launched in 2003. The aim of the program was to widen access to healthcare facilities and increase the quality and efficiency of the system. Life expectancy at birth, under-five, and infant mortality rates are important indicators of societal health levels. According to the Ministry of Health data, the infant mortality rate in Türkiye has decreased to 7.8 per thousand live births since 2010; the under-five mortality rate was 11.2 per thousand live births in 2020<sup>24</sup>. According to TUIK 2022 data, infant mortality is 9,2%, and the under-five mortality rate is under is 11,2%.<sup>25</sup>. In the international comparison of under-five mortality rates (per 1,000 live births), Türkiye's rates are above the OECD average: 9,1 for Türkiye and 4,0 for the OECD<sup>26</sup>.
14. The accessibility of the health care systems is yet regarded as another significant dimension in assessing a country's health services. Since 2003, with the transformation program, the number of hospitals, doctors, and nurses has increased in Türkiye; the number of physicians per 1000 people in Türkiye between the years 2000-2020 increased from 1.30 to 2.05, the number of nurses per 1000 people increased from 1.06 to 2.73<sup>27</sup>. While the number of hospital beds per 1000 people was 2.49 in 2002, this rate increased to 3.01 in 2020. In the same period, the OECD average increased from 2.86 to 3.78 for the number of physicians per 1000 population and from 7.48 to 9.62 for the number of nurses per 1000 people. In terms of beds per 1000 people, the OECD average was 5.42 in 2002, became 4.39 in 2020<sup>28</sup>. Although there has been a significant improvement in the accessibility of health services in Türkiye, the accessibility is lower than the average in OECD countries.
15. According to Turkish Statistics Institute (TUIK) 2019 statistics, 91,1 per cent of the 0-14 age group children and 86,51 per cent of 15-24 age group of youth in Türkiye are categorized as healthy/very healthy<sup>29</sup>, while among the 2-14 age group, on average 1,62 per cent of children have either seeing, hearing, talking, walking, or learning disability. The vaccination rate among

<sup>21</sup> <https://dtm.iom.int/reports/turkiye-quarterly-migrant-presence-monitoring-jan-mar-2024?close=true>

<sup>22</sup> [https://sustainabledevelopment.un.org/content/documents/23862Turkey\\_VNR\\_110719.pdf](https://sustainabledevelopment.un.org/content/documents/23862Turkey_VNR_110719.pdf)

<sup>23</sup> [https://neighbourhood-enlargement.ec.europa.eu/enlargement-policy/turkiye/eu-support-refugees-turkiye\\_en#:~:text=The%20EU%20is%20committed%20to,and%20host%20communities%20in%20T%C3%BCrkiye.](https://neighbourhood-enlargement.ec.europa.eu/enlargement-policy/turkiye/eu-support-refugees-turkiye_en#:~:text=The%20EU%20is%20committed%20to,and%20host%20communities%20in%20T%C3%BCrkiye.)

<sup>24</sup> <https://hasuder.org/Duyurular/EkIndir/2f2876c5-dbd8-a047-f188-3a069b8ee623>

<sup>25</sup> <https://data.tuik.gov.tr/Bulten/Index?p=Death-and-Causes-of-Death-Statistics-2022-49679&dil=2>

<sup>26</sup> <https://www.oecd.org/turkiye/health-at-a-glance-T%C3%BCrkiye-EN.pdf>

<sup>27</sup> Söyler, S., & Çavmak, D. (2023). AN EVALUATION OF ACCESS TO HEALTHCARE SERVICES IN TÜRKİYE. *Aurum Journal of Health Sciences*, 5(2), 69-76.

<sup>28</sup> Ibid. pg.73

<sup>29</sup> <https://sbsgm.saglik.gov.tr/Eklenti/45316/0/siy2021-turkcepdf.pdf>

children is reported as 97,7 per cent in Türkiye in 2023<sup>30</sup>. The national vaccination program covers refugee children, yet the vaccination rate for refugee children is estimated to be lower than the children who are Turkish citizens.

16. **Children, Adolescents, and Youth.** According to Address Based Population Registration System (ABPRS) 2023 results, children (0-17) constitute 26 per cent of Türkiye's population<sup>31</sup>. While Türkiye population was 85 million 372 thousand 377 people by the end of 2023, 22 million 206 thousand 34 of it constituted by the child population. 51.3 per cent of the child population was boys, and 48.7 percent were girls. While the child population constituted 48.5 per cent of the total population in 1970, this proportion was 41.8 per cent in 1990 and 26.5 per cent in 2022. According to TUIK population projections, the proportion of the child population is expected to drop down to 25.6 per cent in 2030, 23.3 per cent in 2040, 20.4 per cent in 2060, and 19.0 per cent in 2080.<sup>32</sup> The province with the highest proportion of child population was Sanliurfa with 44.9 per cent in 2022, followed by Şırnak with 41.4 per cent and Ağrı with 39.3 per cent.<sup>33</sup>
17. According to the TurkStat figures, the 0-4 age group constituted 24,1 per cent, the 5-9 age group 26,9 per cent, the 10-14 age group 28,8 per cent and in the 15-17 age group 17,5 per cent of the child population in 2023<sup>34</sup>. A comparison of the population of age groups between 2017 and 2022 shows that the percentage of 0-4 and 5-9 age groups are slightly decreasing, while the percentage of 10-14 and 15-17 age groups show an increase, showing a decline in the newborn rates in Türkiye.
18. Türkiye's young people between the ages of 15-24, made up of 15.1 per cent (12 million 872 thousand 39)) of the population in 2023.<sup>35</sup> The percentage is ahead of the EU average of 10.6 per cent. The NDP places specific focus on improving conditions of children, adolescents, and youth in Türkiye among its 2028 goals, highlighting the targets as providing psychosocial support to children of disadvantaged groups, justice for all children, measures to prevent child labour, improving child resilience in emergency/natural disaster situations. Families with children will be supported through the Family Social Support Program (ASDEP).
19. For the youth, the NDP emphasizes the need to support them towards leadership skills development and integrating young people into employment and education to enable them to participate in economic and social life and decision-making mechanisms actively. There is a reference to activating the National Youth Council and developing a youth policy. The NDP sets a target to increase the youth (15-24) employment from 35,3 per cent in 2022 to 41,7 per cent in 2028 and reduce the percentage of youth out of school and employment from 24,2 per cent in 2022 to 20,3 per cent in 2028.
20. The NDP devotes a section to the youth of refugee communities, underlining the commitment to supporting the integration of the refugee community's young members through vocational training for employment and sportive, social, and cultural activities.
21. **Education.** Since 2012, compulsory education in Türkiye lasts 12 years and is divided into three stages: elementary, secondary, and high school. Since 2010, the Ministry of National Education (MoNE) has developed five-year strategic plans for the education sector. The Higher Education Board (YÖK) is responsible for university education. Türkiye had made significant progress in education, particularly in increasing access to pre-school education and reducing school drop-out rates. The State provided free education and free meals in public pre-schools, offered free textbooks to all primary and secondary school students, and supported poor,

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<sup>30</sup> Emlek Sert, Z.; Topçu, S.; Çelebioğlu, A. Knowledge, Beliefs, and Behaviors of Turkish Parents about Childhood Vaccination. *Children* **2023**, *10*, 1679. <https://doi.org/10.3390/children10101679>

<sup>31</sup> <https://data.tuik.gov.tr/Bulten/Index?p=Statistics-on-Child-2022-49674&dil=2#:~:text=Net%20enrollment%20rate%20of%20five%20year%20olds%20was%2081.6%25&text=Net%20enrollment%20rate%20at%20primary,2021%2F'22%20educational%20year.>

<sup>32</sup> Ibid.

<sup>33</sup> Ibid.

<sup>34</sup> <https://data.tuik.gov.tr/Bulten/Index?p=Statistics-on-Child-2023-53679>

<sup>35</sup> <https://data.tuik.gov.tr/Bulten/Index?p=Youth-in-Statistics-2023-53677>

foreign, and refugee children with various programs and scholarships<sup>36</sup>. These measures have led to an increase in school enrolment rates: According to the formal education statistics of the Ministry of National Education,<sup>37</sup> while the net enrolment rate of five-year-olds was 56.9 per cent in the 2020/'21 educational year, it was 81.6 per cent in the 2021/'22 educational year. When the net enrolment rate of five-year-olds was analysed by sex, this rate was 81.9 per cent for boys and 81.4 per cent for girls. The net enrolment rate at the primary school level was 93.2 per cent, 89,3 per cent at the lower secondary school level, and 89,7 per cent at the upper secondary school level in the 2021/'22 educational year.

22. The 12th NDP stresses that resources will be allocated to support preschool education yet does not introduce preschool education as compulsory at the age of 5. In addition, Article 67 of the Ministry of National Education Preschool Education and Primary Education Institutions Regulation states, "... a contribution fee may be charged to support the basic needs of children in preschool education institutions."<sup>38</sup> Türkiye made significant improvements in increasing school enrolment; however, since 2016, the share allocated from the central government budget to the Ministry of National Education (MEB) has been decreasing. The proportion of public resources allocated to the MEB was 13 per cent between 2014 and 2017, decreased to 12 per cent between 2018 and 2020, and further declined to 9.7 per cent in 2023<sup>39</sup>. Prior to the earthquakes centred in Kahramanmaraş on February 6th, the Ministry of National Education (MEB) aimed to expand the implementation of school meal programs starting from preschool education institutions. However, it was announced that these efforts were suspended after the earthquakes.
23. Türkiye has extended its Conditional Cash Transfer for Education initiative, initially launched in 2003 to support disadvantaged families, to include refugees. This collaborative program involves the Ministry of National Education (MoNE), the Ministry of Family, Labour and Social Services, the Turkish Red Crescent, and UNICEF. Under this scheme, families of school-age refugee children in Türkiye receive financial assistance every two months, contingent upon their child maintaining a school attendance record of at least 80 per cent. The program encompasses children from pre-primary to upper secondary levels, as well as those enrolled in Accelerated Learning Programs designed for students who have experienced prolonged periods without formal education. As of mid-2019, this program had facilitated the attendance of nearly 500,000 refugee children in schools across Türkiye<sup>40</sup>. It is estimated that still more than 428,000 refugee children of school age are currently unable to attend school and are deprived of education<sup>41</sup>.
24. **Child and Social Protection.** Türkiye signed the United Nations Convention on the Rights of the Child (CRC) on 14 September 1990, the Convention was ratified by the Council of Ministers' decision dated 9 December 1994 and numbered 4058, and it subsequently entered into effect on 27 January 1995<sup>42</sup>. The Ministry of Family and Social Services has been responsible for developing and monitoring policies and strategies for children since 2011. In the 2023 budget, approximately 715 billion Turkish Lira (TL) had been allocated for children's education, social assistance, and health, representing 16 per cent of the central Government budget. Funding for the "protection and development of children" program increased 45.4 per cent in 2023 compared to 2022 to approximately 11 billion TL.<sup>43</sup>

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<sup>36</sup> <https://www.ohchr.org/en/news/2023/05/experts-committee-rights-child-commend-turkiyes-free-child-healthcare-services-ask>

<sup>37</sup> TurkStat, Ministry of National Education, National Education Statistics, Formal Education, 2021/'22

<sup>38</sup> <https://www.egitimreformugirisimi.org/meb-2024-butcesine-iliskin-notlar/>

<sup>39</sup> <https://www.egitimreformugirisimi.org/meb-2024-butcesine-iliskin-notlar/>

<sup>40</sup> <https://www.oecd.org/education/policy-outlook/country-profile-Turkey-2020.pdf>

<sup>41</sup> <https://yillik.kizilayakademi.org.tr/turkiyede-savunmasiz-durumdaki-cocuklarin- ihtiyaclarinin-karsilanmasi/>

<sup>42</sup> Combined fourth and fifth periodic reports submitted by Türkiye under article 44 of the Convention, 2017.

[https://tbinternet.ohchr.org/\\_layouts/15/treatybodyexternal/Download.aspx?symbolNo=CRC%2FC%2FTUR%2F4-5&Lang=en](https://tbinternet.ohchr.org/_layouts/15/treatybodyexternal/Download.aspx?symbolNo=CRC%2FC%2FTUR%2F4-5&Lang=en)

<sup>43</sup> <https://www.ohchr.org/en/news/2023/05/experts-committee-rights-child-commend-turkiyes-free-child-healthcare-services-ask>

25. According to the most recent Child Labor Survey (CLS) conducted by the Turkish Statistical Institute (TURKSTAT) in 2019, the estimated number of children aged 6-17 engaged in work is 720,000. When viewed as a per cent age, it indicates that 4.8 per cent of this age group is currently working. In comparison, in 1994, this rate was at 15.3 per cent<sup>44</sup>. Another significant development is the presence of Syrian children in the labour market since 2012. Twenty per cent of children aged 12-17 under temporary protection status are employed in paid work. This rate reaches 48 per cent among boys aged 15-17.
26. According to recent research named "*Demographic Integration and Analysis of the Roma Population in Türkiye*" and supported by Tübitak, Türkiye hosts around 1,200,000 and to 2,300,000 Roma population<sup>45</sup> of the estimated 10 to 12 million living in Europe.<sup>46</sup> The Roman population is mainly concentrated on 26 provinces<sup>47</sup>. Adana, Ankara, Antalya, Artvin, Aydın, Balıkesir, Bursa, Çanakkale, Çankırı, Diyarbakır, Düzce, Edirne, Eskişehir, Gaziantep, Hatay, İstanbul, İzmir, Kocaeli, Konya, Manisa, Mersin, Sakarya, Samsun, Tekirdağ and Zonguldak. According to the *Demographic Integration and Analysis of the Roma Population in Türkiye* report, children compose 37,1% of the Roman population in Türkiye. As in other countries, in Türkiye's region, children and young people from Roma communities are known to live in difficult conditions and to face especially high barriers - ranging from discrimination to lack of role models, in accessing their rights and fulfilling their potentials. These conditions have serious implications for Roma children and young people. They may be at extra risk of missing out on birth registration, timely school enrolment, immunization, or basic health care. The participation of many Roma children in education, for instance, is observed to be low, early marriage for both girls and boys also occurs among the Roma.<sup>48</sup> The *Demographic Integration and Analysis of the Roma Population in Türkiye* report notes the attendance level of girls and boys to primary and secondary education is low at 71,8% for boys and 64,9% for girls. Attendance at upper secondary school is dramatically low, at 8% for boys and 14,5% for girls. Child labor rates (under 18) are higher than Türkiye average: 23,9% for boys and 6,9% for girls, while Türkiye average for the same age group is 5,5% for boys and 3,3% for girls. Moreover, relying on the findings of the same report, 70,2% of the Roman population faces discrimination at school, workplace, and hospitals.
27. The "Social and Economic Support Program (SED)", which involves supporting families to prevent children from entering or remaining in institutional care due to socioeconomic reasons, was initiated in 2005. Since 2005, the number of beneficiaries has shown a rapid increase, rising from 10,000 children in 2005 to around 140,000 by the end of 2021<sup>49</sup>.
28. According to TUIK marriage statistics, while the proportion of legal child marriages for girls aged 16-17 within the total legal marriages was 7.3 per cent in 2002, it decreased to 1,9 per cent in 2023. On the other hand, while the proportion of legal child marriages for boys at the same ages in the total legal marriages was 0.5 per cent in 2002, it was 0.1 per cent in 2022. According to official statistics comprised only of civil marriages, the total proportion of women aged 16-19 in marriages declined from 26.3% to 15.9% between 2010 and 2019; in the same period, the marriages in the 16-19 age group among men declined from 3% to 1.9%<sup>50</sup>. In Türkiye, administrative measures are taken with the aim of preventing early marriages. "National Child Rights Strategy Document and Action Plan, which is prepared by the Directorate General of Child Services affiliated to MoFLSS, and entered into effect in 2013, contains goals and strategies to prevent early and forced marriages.

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<sup>44</sup> <https://betam.bahcesehir.edu.tr/wp-content/uploads/2023/03/ArastirmaNotu271-1.pdf>

<sup>45</sup> Türkiye Roma Population Survey, English Summary of Presentation by Hacettepe University Institute of Population Studies on 8<sup>th</sup> May 2024, document shared by UNICEF.

<sup>46</sup> European Commission, The Situation of Roma in an Enlarged Europe, Directorate General for Employment and Social Affairs, Brussels, 2014

<sup>47</sup> Ibid.

<sup>48</sup> Situation of children and young people in Türkiye, 2022

<sup>49</sup> <https://yillik.kizilayakademi.org.tr/2022nin-sonunda-turkiyede-refah-ve-sosyal-hizmetler/>

<sup>50</sup> [https://turkiye.unfpa.org/sites/default/files/pub-pdf/ingilizce\\_web\\_son\\_pdf.pdf](https://turkiye.unfpa.org/sites/default/files/pub-pdf/ingilizce_web_son_pdf.pdf)

29. **Gender.** Türkiye is a party to several international agreements and protocols regarding gender equality and women's empowerment. In 1985, Türkiye signed and ratified the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW); in 2000 signed the Additional Protocol to CEDAW, and in 2002 ratified the Optional Protocol of CEDAW<sup>51</sup>. In addition, in 1995, the Turkish government signed the Beijing Declaration of the Fourth World Conference on Women and committed itself to its Action Plan. Türkiye was the first country to sign in 2011 and ratify in 2012 the Council of Europe Istanbul Convention on Preventing and Combating Violence against Women and Domestic Violence. On the other hand, however in March 2021, Türkiye announced that it is withdrawing from the Istanbul Convention.
30. Despite achievements and legislative changes promoting gender equality, studies conducted in Türkiye by universities, civil society organizations and business associations, women's networks, and social initiatives<sup>52</sup> all demonstrate that Türkiye faces additional challenges to eliminate inequalities between women and men in political, social, and economic life. Gender-based discrimination in social life, especially violence against women, and the economic sphere still maintain its scorching heat. According to the Turkish Statistics Institute (TUIK), the workforce is 35 million, of which 12 million are women and 23 million are men. In other words, while the labour force participation rate is about 36,4 per cent among women, this rate is 71,9 per cent for men. Women's economic participation in political life has been improving, yet still not sufficient, out of 600 members of the parliament, in May 2023 parliamentary elections, 119 were women, and in the local elections held on March 31, women were elected as mayors in 11 out of 81 cities<sup>53</sup>.
31. **Natural Disasters:** On 6 February 2023, two major earthquakes with magnitudes 7.7 and 7.6 struck southeastern Türkiye, impacting 15.6 million people, including 1.8 million refugees, in 11 provinces. As of November 2023, 7.9 million people, including 3.2 million children, remained in need of humanitarian assistance.<sup>54</sup> The earthquakes destroyed 518,000 individual housing units,<sup>55</sup> forcing more than 2 million people to seek shelter in formal or informal settlements. Seven months into the response, 181,264 households were reportedly still living in temporary sites in the four most affected provinces (Adıyaman, Hatay, Kahramanmaraş and Malatya).<sup>56</sup> The earthquake exacerbate the existing macro- financial situation with an estimated direct loss of \$34.2 billion.<sup>57</sup>
32. According to the preliminary assessment, the recovery and reconstruction costs for Türkiye is around US\$103.6 billion, equivalent to 9 per cent of Türkiye's forecast GDP for 2023.
33. Access to essential services remains a challenge for the affected children and families, while a significant number of children in earthquake-affected areas have still not returned to school.<sup>58</sup> The earthquake disrupted access to education for nearly 4 million children, including more than 350,000 refugee children. Education re-started in 81 provinces and all districts affected by the earthquakes as of 24 April 2023. According to the UNICEF Humanitarian Situation Report, the attendance reports received from earthquake-affected provinces are positive, between 60% to 80%, for example, in Adıyaman and Kahramanmaraş, respectively<sup>59</sup>. About half (49 per cent)

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<sup>51</sup> European Parliament Report, Gender Equality in Türkiye, 2012.

<sup>52</sup> Gender Equality Scoreboard of Turkey's 81 Provinces, August 2020

[https://www.tepav.org.tr/upload/mce/2020/haberler/tobb\\_tskb\\_tepav\\_gender\\_equality\\_scorecard\\_of\\_turkeys\\_81\\_province.pdf](https://www.tepav.org.tr/upload/mce/2020/haberler/tobb_tskb_tepav_gender_equality_scorecard_of_turkeys_81_province.pdf); TOBB (the Union of Chambers and Commodity Exchanges of Turkey), TEPAV (the Economic Policy Research Foundation of Turkey), TSKB (Türkiye Sınai ve Kalkınma Bankası); CIPE Report: An Assessment of Women's Rights in Corporate Compliance in Turkey, September 2021.

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<https://www.bbc.com/turkce/articles/c4nr459x591o#:~:text=31%20Mart%20yerele%20se%C3%A7imlerinde%2081,de%20kad%C4%B1n%20belediye%20ba%C5%9Fkanlar%C4%B1%20se%C3%A7ildi>

<sup>54</sup> <https://data2.unhcr.org/en/documents/details/103608>

<sup>55</sup> [https://reliefweb.int/report/turkiye/turkiye-earthquakes-recovery-and-reconstruction-assessment?gclid=EAlalQobChMI9-b1zfW5gQMVltoCR2MTgBaEAAYAiAAEgLOTvD\\_BwE](https://reliefweb.int/report/turkiye/turkiye-earthquakes-recovery-and-reconstruction-assessment?gclid=EAlalQobChMI9-b1zfW5gQMVltoCR2MTgBaEAAYAiAAEgLOTvD_BwE) March 2023

<sup>56</sup> UN OCHA, Humanitarian Transition Overview. Provincial data is not available.

<sup>57</sup> <https://www.worldbank.org/en/country/turkey/overview>,

<sup>58</sup> UNHCR, Protection Sector: Post-earthquake inter-agency needs assessment.

<sup>59</sup> <https://www.unicef.org/media/139741/file/Turkiye-Earthquake-SitRep-25-April-2023.pdf>

of all the Syrians in Türkiye live in the 11 provinces affected by the earthquakes. Access to adequate water and sanitation, access to information on available services, access to social protection schemes as well as access to psychosocial support services (PSS) remain the key humanitarian needs in informal sites. Limited support for people with disabilities as well as increased risks of violence, including gender-based violence (GBV) is also a key concern.

## 2.2 Subject of the Evaluation: Türkiye Programme 2021-2025

34. The subject of evaluation is the UNICEF Türkiye Country Programme (TCP) for the period of three and half years (2021-2024). The Türkiye CP is UNICEF's contribution to the realization of the rights of every child, especially the most disadvantaged or vulnerable in Türkiye. The CP reflects the long-term vision of UNICEF to reach out results at scale. UNICEF's CPs are implemented through change strategies (as outlined in the Strategic Plan and adapted by the CO), which adapt over time to meet the target population's needs. The Country Plans are articulated in a Country Programme Document (CPD) which outlines the objectives and activities UNICEF is implementing within their programming.
35. UNICEF in Türkiye has been working to protect the rights of children and adolescents in the country since 1951. In line with the United Nations Convention on the Rights of the Child, UNICEF's country programme focuses on the needs of the most vulnerable children in the areas of education, child protection, health, social policy, adolescence and youth, early childhood development.<sup>60</sup> In addition, UNICEF integrated gender into the overall humanitarian actions, including benefiting communities through social and behavioural change engagements, particularly caregivers and supporting children with disabilities.<sup>61</sup> In addition, and in line with UNICEF's global call for action on empowerment of youth and adolescents in mitigating the impact of climate change, UNICEF in Türkiye has partnered with government ministries, municipalities, universities, and NGOs on the issue of climate change.<sup>62</sup>
36. Since 2013, UNICEF has been assisting the Government of Türkiye to respond to the needs of over 3 million Syrian refugees, 50 per cent of whom are children. UNICEF has also been working closely with the government and its partners to provide direct support to vulnerable refugee and migrant children and families migrating to Europe.<sup>63</sup>

### 2.2.1 Programme Overview, Pillars, Theory of Change, and Alignment

37. **Programme Design.** The current CPD is the third iteration of development programming which began in 2016. The current CPD cycle spans from 2021 through 2025. The CPD contains four programme pillars: Early childhood development, Youth and adolescents, social protection, and child rights monitoring. The CP strategy has not changed since the design although the 2023 earthquake response necessitated the addition of an additional output focused on supporting the response to earthquake victims.
38. **Programme Pillars** The current CPD cycle spans from 2021 through 2025. The vision of the current Country Programme aspires to "*accelerate the realization of the rights for the most vulnerable children in Türkiye*" through supporting the Government of Türkiye to continue the progress that it has already achieved for children in the country and bridging existing equity gaps in the country, including for children who are refugees and migrants.<sup>64</sup>
39. The CPD prioritizes: a) an integrated approach that encourages multi-sectoral programming to respond holistically to the needs of children who are most vulnerable; b) Enhancing systems to improve the effectiveness and inclusiveness of policy implementation at the national and local levels; c) strengthening evidence generation for equity-specific policy -making; (d) Advocate for positive behaviours and practices, and foster institutional and social norms that encourage respect for child rights; and (e) mobilising greater investment for and commitment to child

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<sup>60</sup> UNICEF, [UNICEF for Every Child Türkiye What We Do](#).

<sup>61</sup> UNICEF, [Türkiye Country Office Annual Report 2023](#)

<sup>62</sup> Ibid.

<sup>63</sup> UNICEF, [UNICEF for Every Child Türkiye About Us](#).

<sup>64</sup> UNICEF (2020) Türkiye Country Programme Strategy Note, March 2020.

rights through a diverse range of coalitions of government and private stakeholders as well as civil society organisations.<sup>65</sup>

40. **Programme Outcomes.** The CPD consists of four primary outcomes: i) Early Childhood Development (ECD); ii) Youth; iii) Social Protection and Child Protection; and iv) Child Rights Monitoring (CRM). These outcomes are to be achieved through:
- a. Integrated and multi-sectoral assistance to young children and adolescents
  - b. Strengthening the protection and inclusion of the most marginalized families, and
  - c. Fostering greater investment for and commitment to child rights through partnerships between the civil society organisations and the private and public sectors.
41. To achieve the desired outcomes transformation is needed at the legislative and policy levels; as well as at the level of institutional capacities; and institutional and social norms. It is also imperative to encourage social cohesion, both locally and nationally, by providing for all to be included, social mobile, and engage in civic society. The outcome structures are summarized below and in greater detail, including each **Outcome's Theory of Change** (TOC), in [Annex 3](#).

### 2.2.2 Programme Components

42. **Programme CPD Outcome 1 (ECD):** *By 2020, more young children, especially the most vulnerable, benefit from learning, care, and development at home and in their communities.*
43. This programme component focus is on young children. The main priorities under this outcome are: (a) supporting the development and implementation of an integrated national strategy on ECD with related implementation mechanisms and adequate allocation of resources; (b) improving access to and quality of education services, making them more inclusive for the most vulnerable young children; (c) promoting nurturing care by parents and other caregivers (focusing on infant and young child feeding practices, immunization, early stimulation, positive discipline, and early identification and reporting of developmental delays); and (d) supporting monitoring and advocacy to ensure the health system adequately reaches the most vulnerable areas and groups.<sup>66 67</sup>
44. The main partners under this outcome are the Ministries of National Education (MONE), Ministry of Health (MOH), Ministry of Family, Labour, and Social Services (MOFLSS), Ministry of the Interior (MOI), The Directorate of General of Migration Management (DGMM); The Presidency of Strategy and Budget; and civil society organisations (CSOs).
45. **CPD Outcome 2 (Youth):** *By 2020, the most vulnerable and at-risk adolescents and young people are learning, acquiring relevant skills, and participating meaningfully in an environment that is safe and responsive to the needs of both girls and boys.*
46. This programme component focuses on adolescents and youth. The main priorities under this outcome are: (a) supporting the development and implementation of inclusive policies and programmes for the education sector to ensure all out-of-school adolescents have access to appropriate learning opportunities; (b) strengthening the quality of formal and non-formal learning opportunities to ensure they are inclusive, relevant and enable both adolescent girls and boys to acquire key skills required for post-education life; and (c) supporting adolescents, families and communities to adopt positive behaviours and social norms that promote adolescents' participation, empowerment and protection.<sup>68 69</sup>
47. The main partners under this component are: MONE, MOYS, MOFLSS, and CSOs.
48. **CPD Outcome 3 (Child and Social Protection):** *By 2025, vulnerable children and families benefit from improved social protection and child protection services.*

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<sup>65</sup> Türkiye Country Programme Document, 13 July 2020.

<sup>66</sup> Türkiye Country Programme Document, 13 July 2020.

<sup>67</sup> See Outcome Theory of Change (TOC) in Annex 3.

<sup>68</sup> Türkiye Country Programme Document, 13 July 2020.

<sup>69</sup> See Outcome Theory of Change (TOC) in Annex 3.

49. This programme component aims to address challenges in the fragmentation and poor integration in the social and protection systems so that coverage is broadened, and quality of services is enhanced. The main priorities under this component are: (a) strengthening the efficiency, effectiveness, and fiscal sustainability of social protection through support to the Government in evidence and equity-based design of policies and programmes; (b) strengthening the quality and increasing the coverage of preventive child protection services; and (c) increasing the capacity of the child protection system to provide quality response services.<sup>70 71</sup>
50. The main partners under this outcome are Ministry of Justice (MOJ), MOFLSS, MOI, DGMM and CSOs.
51. **CPD Outcome 4 (CRM):** *By 2025, public and private entities, civil society demonstrate a shared commitment and increased investment in child rights.*
52. This component aims to increase financial and non-financial investments and commitment towards the advancement of child rights, through the development of a “social compact” for children, involving central and local level public authorities, relevant national stakeholders, civil society organisations, private sector organisations, and children and young people, to strengthen monitoring mechanisms for child rights. The main priorities under this outcome are: (a) improving collection and use of evidence on the situation of children to inform policy development, implementation, and monitoring by government institutions at the national and local levels; (b) supporting the Government, as well as the private sector and civil society, to leverage investments to enhance the well-being of children and families; (c) improving the child rights promotion and monitoring capacities of key national actors, including national human rights mechanisms, CSOs and provincial child rights committees.<sup>72 73</sup>
53. The main partners under this outcome are the Turkish Statistical Institute (TSI), Hacettepe University; MOI, DGMM, Ministry of Finance (MOF), the Union of Municipalities, The institutions of the Ombudsman, Human Rights and Equality, Parliament members, The Presidency of Strategy and Budget; and CSOs.
54. **Cross Cutting Themes:** Gender and Social Cohesion represent two important cross-cutting themes within the current CPD. In addition, the humanitarian actions responding to the earthquake and the immigration flows are integrated as outputs under the four CDP categories.
55. Gender. The empowerment of women and girls are integrated across the four outcomes. The focus is on transforming social norms, particularly during early childhood and adolescence, in order to create a lasting change in the behaviour and attitudes of people. The CP also prioritizes targeted interventions on violence against boys and girls, including strengthening, prevention, and response mechanisms to eliminate child marriage. Due to the protracted nature of the Syrian refugee crisis and other migration flows, support will continue to strengthen Government and partners’ systems to respond to the needs of refugees and migrant children.<sup>74</sup>
56. Social Cohesion. The CP also promotes social cohesion across all components through building on previous work to enhance social capital and positive relationships between community members, caregivers, and young persons, through the use of existing mechanisms and platforms. Social cohesion will also be promoted through the enhancement of national systems’ capacity to provide services in a more equitable and inclusive manner.<sup>75</sup> As well as improving access to services and physical environments, there is also a need to change social norms and attitudes towards Roma children and young people, children and young people affected by violence, and migrants and asylum seekers.

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<sup>70</sup> Türkiye Country Programme Document, 13 July 2020.

<sup>71</sup> See Outcome Theory of Change (TOC) in Annex 3.

<sup>72</sup> Türkiye Country Programme Document, 13 July 2020.

<sup>73</sup> See Outcome Theory of Change (TOC) in Annex 3.

<sup>74</sup> Türkiye Country Programme Document, 13 July 2020.

<sup>75</sup> Turkey Country Programme Document, 13 July 2020.

57. **Geographic Coverage.** The CPD implementation covers national level engagement through the Ankara office with additional programming supported subnational interventions in 20 provinces, the majority of these were developed to provide support to the response to the Syrian migrant flows and are located in the South-East of the country. UNICEF established a field office in Gaziantep to provide enhanced accompaniment to the South-East region. The CPD currently has additional partnerships with nine municipalities that cover a gamut of humanitarian and development assistance to direct beneficiaries. Of these, six are located in the Gaziantep region.
58. **Resourcing.** The 2021-2025 CPD proposed an indicative budget of just over US\$114 million for the five year period of which approximately one-third were to come from UNICEF (Regular Resources (RR)) and two-thirds from donor resources or thematic grants (Other Resources (OR)) (Table 2). The 2023 earthquake substantively affected the original CPD with the inclusion of an additional output focused on supporting the humanitarian response. As of March 2024, the CO has reported utilizing over US\$500 million during the CPD period due to the emergency response to the earthquake.

**TABLE 2: SUMMARY ORIGINAL INDICATIVE BUDGET CPD 2021-2025<sup>76</sup>**

Programme Component	Regular Resources (USD)	Other Resources (USD)	Total (USD)
Young Children	1,460,000	37,400,000	38,860,000
Adolescents and Youth	1,460,000	37,400,000	38,860,000
Protective and Inclusive Environment	1,031,000	26,400,000	27,431,000
Child Rights Monitoring	215,000	5,500,000	5,715,000
Programme Effectiveness	129,000	3,300,000	3,429,000
<b>Total</b>	<b>4,295,000</b>	<b>110,000,000</b>	<b>114,295,000</b>

Source: Country Programme Document 2021-2025. September 2020.

59. **Progress Indicators:** the CPD describes a set of indicators to measure progress against each outcome and the related outputs based on the focus and logic delineated in the theories of change of each outcome. Alignment to SDG indicators, UNSDCF indicators and UNICEF global standard indicators was also considered during the formulation of the indicators. A portion of the Key progress indicators measuring UNICEF Outcomes in the country programme results framework are national level indicators (and therefore somewhat outside of UNICEF's direct control) which are combined with progress indicators more directly focused on UNICEF Outcomes. The UNICEF Results and Resources Framework defines the CPD indicators, which are, in turn, tracked and measured using the Results Assessment Module (RAM) and the UN-Info are used to record the indicators, which are carried out on an annual or six-month basis and recorded in the Country Office Annual Reports (COAR), the Results Assessment Module Country Programme Reports (RAM CP), or the Country Strategic Indicators (CSI) reports.
60. **Programme Alignment:** The CPD is aligned international human rights instruments such as the Convention on the Rights of the Child (CRC), and the Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW). The foundations of the overall objective and four outcomes of the TCP are also based on the Sustainable Development Agenda, the UNICEF Strategic Plan (2018-2021), and the UN Sustainable Development Cooperation Framework for Türkiye (UNSDCF 2021-2025).<sup>77</sup> Given that the TCP is developed together with government stakeholders and national partners, it is also aligned with key national policy and strategic documents such as the 11<sup>th</sup> National Development Plan (NDP), and the National Plan of Action to implement conclusion Observations of the UNCRC.<sup>78</sup>
61. **Current and past evaluations and reviews.** The CO has conducted a series of analytical works including evaluations and assessments which have helped inform the design and implementation of the current CPD. Of particular interest are the programme effectiveness

<sup>76</sup> The CP budget increased dramatically from the time of design due to the 2023 earthquake response.

<sup>77</sup> UNICEF (2020) Türkiye Country Programme Strategy Note, March 2020.

<sup>78</sup> Türkiye Country Programme Evaluation (2021-2025) Terms of Reference.

review (PER), a Gender Programme Review (GER) and the ongoing L3 Evaluation of UNICEF’s response to the 2023 earthquake in Türkiye and Syria. UNICEF Türkiye has used lessons learnt and conclusions of a **Programme Effectiveness Review** (PER) conducted in Türkiye at the end of 2022, to refine TOCs so that they are better aligned with the changes in the context and to ensure that intended results are achieved. A **Gender Programme Review** (GPR) is also scheduled to take place in Türkiye in 2024, which will help the Türkiye Country Office (TCO) to introduce new and/or strengthen existing gender-responsive programming. UNICEF is also conducting an evaluation of the UNICEF response to the 2023 earthquake in Türkiye and Syria (L3). The Evaluation Team (ET) will ensure to avoid duplicating the areas of inquiry of the ongoing L3 Response to the EQ Evaluation in Türkiye and Syria (and duplicating interviews with the same national level stakeholders); as well as capitalise on evidence generated from the evaluation to further enrich findings of the current Türkiye Country Programme Evaluation (2021-2025). The following Table lists the evaluations and reviews commissioned by UNICEF to feed into the design of the current and past CP.

**TABLE 3: SPONSORED EVALUATIONS AND REVIEWS FEEDING INTO THE DESIGN AND IMPLEMENTATION OF THE CURRENT AND FORMER CP<sup>79</sup>**

Evaluations And Reviews		
Gender Programme Reviews	UNICEF	Due in 2024
Evaluation of the Syrian Support Workers (SSW) Programme in Türkiye	UNICEF	2024
Türkiye Roma Population Survey	UNICEF	2024
UNICEF L3 Response to the Earthquake in Syria and Türkiye Evaluation	UNICEF	2024
Programme review conducted in Türkiye	UNICEF	2022
Evaluation of the UNICEF Country Program of Cooperation (CPD 2016-20)	UNICEF	2020
Evaluation of the community-based child protection services in response to the Syrian refugee crisis in Türkiye (January 2019 – 2020)	UNICEF	2020
Evaluation of Education Personnel Management Strategy, a component of UNICEF response to Syria crisis in education sector in Türkiye (2019)	UNICEF	2019
Situation Analysis of Children in Türkiye (2019)	UNICEF	2019
Conditional Cash Transfer for Education of refugee children - Third Party Monitoring	UNICEF	2018/19
Situation Analysis of Children with disabilities	UNICEF	2018
UNICEF Türkiye’s internal analysis on out of school refugee children	UNICEF	2018
Thematic Study on the extension of CCTE program to refugees in Türkiye	UNICEF	2018
Wages type and the Outlook of Child Labour in Turkish Agriculture	UNICEF	2018
Desk review analysis of girls in secondary education	UNICEF	2018
Overview on the Situation of Refugee Children in Türkiye (2017)	UNICEF	2017
Light Gender Assessment of the Country Program	UNICEF	2016

### 2.2.3 Programme Partnerships and Stakeholder Analysis

62. **Partnerships.** UNICEF’s key strategic partners are the Government of Türkiye including line ministries, other state agencies and municipalities including: Presidency of Türkiye, Presidency of Strategy and Budget (PSB); the Ministry of Family and Social Services (MOFSS); the Ministry of National Education (MoNE); Ministry of Internal Affairs; Ministry of Justice; Ministry of Youth and Sport; (MOYS); Ministry of Labour and Social Security; Presidency of Migration Management (PMM); Turkish Employment Agency; General Prosecutor's Office; Judges Training Institute, Supreme Court; and the Committee on Youth Affairs and Sport.
63. UNICEF also seeks to strengthen the capacity of governmental institutions at central and local levels to translate policies and frameworks into local systems. UNICEF supports the

<sup>79</sup> UNICEF (2020) Türkiye Country Programme Strategy Note, March 2020.

government in jointly implementing initiatives and reforms that help improve the wellbeing of children in Türkiye and creating an equitable and inclusive society.

64. UNICEF collaborates with civil society organisations (CSOs) in Türkiye, as implementing partners and through piloting of CP activities. CSOs play a key role in the implementation of CPDs. These include organisations such as: ASAM, TKV/DFT; TRC; TARDE; STL; ACTED; and YSF.<sup>80</sup>
65. Finally, coordination and support partners include UN agencies and financial institutions, donors, and academia. UNICEF also engages with the private sector to support implementation of interventions, advocate for children’s rights and mobilise resources. UNICEF also coordinates with other UN agencies and donors to leverage funds and coordinate interventions to ensure complementarity.
66. **Stakeholder Analysis.** A range of stakeholders both inside and outside of UNICEF have interests in the results of the evaluation and many will be asked to play a role in the evaluation process ([Annex 6](#)). Children, youth, and community members are key stakeholders as ultimate recipients of UNICEF programming at national and local levels. Other key stakeholders include those directly and indirectly responsible for design and implementation of the programme – including UNICEF staff, representatives from line ministries at central and local levels, implementing partners and donors.
67. The [Annex 6](#) sets out the main stakeholder groups and explains their role within the programme and their likely interest in the evaluation findings. It includes the specific teams or individuals to be consulted and the manner in which they will be invited to participate in the evaluation (e.g. as part of Focus Group Discussions, Key Informant Interviews, etc.). This formed the basis of sampling for the data collection phase of the evaluation. The evaluation will ensure that gender data of all participating interviewees will be presented and that every effort will be made to ensure a gender balance of interviews.

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<sup>80</sup> More detail on the list of Implementing Partners can be found in Annex 3.

### 3.0 EVALUATION PURPOSE, OBJECTIVES, AND SCOPE

68. **Evaluation Purpose and Objectives:** As described in the TOR, this evaluation serves as a mechanism for learning, accountability, and also strategic reflection within the organization's programmatic cycle. The UNICEF 2023 Evaluation Policy mandates conducting CPE to provide independent assessments of programme effectiveness and strategic positioning. Furthermore, it will inform programme design and decision-making; thereby, contributing to the development of the next Country Programme Document (CPD). Per the TOR, this evaluation has the following objectives:
- 1) Independently assess the effectiveness of strategies implemented under the Country Programme in achieving expected results, particularly for the most vulnerable children.
  - 2) Evaluate UNICEF's positioning within the Government, national partners, and the private sector, considering its ability to respond to national and sub-national needs.
  - 3) Conduct an in-depth analysis of emerging areas in the country, focusing on adolescents and climate change, and programming targeting the Roma community.
  - 4) Extract lessons from the implementation of the CPD (2021-2025) to inform future programming and strategic decision-making.
69. The ET will draw on the evidence to identify forward looking and actionable recommendations for the next Türkiye programme cycle that are complimentary the Programme Review and on-going evaluation evidence. The ET will also ensure that recommendations are applicable to the current changing context.
70. **Geographic scope:** The scope of this evaluation is country wide, covering areas where UNICEF's CP was implemented with priority given to the Ankara (national) and Gaziantep (subnational) foci due to the degree of programming attention in these two regions. The evaluation's scope will be national with an emphasis at the subnational level for partnership work with municipalities since the overarching strategy of the CPD has been to strengthen the partnerships with municipalities, CSOs, and NGOs.
71. **Programmatic Scope.** Within the milieu of programmatic aspirations, three principal dimensions are of importance in the CPE – The relevance of UNICEF's Strategic Positioning and comparative advantages, the effectiveness of UNICEF's System Strengthening programming including sub areas in child protection and adolescent skills, and the results of UNICEF's sub-national programming within municipalities. In addition, the evaluation will focus on the nexus and linkages between humanitarian and development programming. Furthermore, the ET will conduct a forward-looking analysis that will involve deep diving into issues relating to "youth and climate change" and "Roma population."<sup>81</sup>
72. Corporately, UNICEF has developed nine change strategies per the global UNICEF Strategic Plan (2022-2025) and the evaluation will consider how these change strategies have influenced CPD implementation in the Türkiye context. These include:
- 1) Advocacy and communications
  - 2) Community engagement, social and behaviour change
  - 3) Data, research, evaluation, and knowledge management
  - 4) Digital transformation
  - 5) Gender-equality programming for transformative results
  - 6) Innovation
  - 7) Partnership and engagement: public and private

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<sup>81</sup> Per the TOR, this will be covered in the evaluation as part of two separate evaluation briefs (each 3-5 pages in length), although the evaluation may include recommendations related to these target groups.

- 8) Risk-informed humanitarian and development nexus programming
- 9) System strengthening to leave no one behind

73. **Temporal scope:** Per the TOR, although the evaluation covers two strategic plan periods (2018-2021 and 2022- 2025), the ET will focus will on the period from January 2021 to June 2024.
74. **Evaluation Questions.** Based on these parameters, the TOR presented a set of evaluation criteria (relevance, efficiency, effectiveness, sustainability, coherence, and gender integration) with a series of questions and sub-questions to be explored within each of these criteria ([Annex 1](#)).
75. **Evaluation Use:** The evaluation will serve the dual and mutually reinforcing objectives of accountability and learning. For accountability, the evaluation will assess, and report on, the performance and results achieved (intended or unintended, positive, or negative) of UNICEF’s assistance to national stakeholders. The TCP has had ongoing annual consultations with key stakeholders; however, this evaluation can also serve to provide stakeholders with an independent platform to register their suggestions which will ultimately become recommendations for incorporation into programme design or implementation. For learning, the evaluation will determine the reasons why, and how, certain results occurred the way they did; draw lessons and derive good practices with pointers for learning from them. It will provide evidence-based findings to inform operational and strategic decision-making. Lessons learnt from this evaluation are intended to be utilized to refine and improve the implementation of the activities under the current cycle and for future CPDs.
76. **Expected Users of the Evaluation:** The expected users for this evaluation include the UNICEF Country Office and UNICEF Regional Office, the donor community and NGO community supporting CPD implementation, UN agencies, and governmental ministries and units partnering with UNICEF to achieve CPD objectives.

## 4.0 EVALUATION METHODOLOGY

### 4.1 Evaluation Scope, Parameters, Thematic Focus

77. **Evaluation Criteria:** The evaluation questions have been developed based on the OECD-DAC evaluation criteria with some adaptations according to UNICEF’s change strategies and focus relevance, effectiveness, efficiency, sustainability, and coherence as per UNICEF’s guidance on Country Programme Evaluation. In addition, cross-cutting issues such as relevant human rights, including rights, equity and gender equality are also part of this evaluation.
78. **Themes of Inquiry:** The potential scope within the Terms of Reference pertaining to the evaluation questions is broad. Throughout the consultation period during the inception phase, the ET collected stakeholder input on important themes of inquiry to consider within each evaluation question. The most frequently cited themes included:
- Strategic positioning with respect to public sector stakeholders including identifying potential levels or sectors beyond implementation support
  - The implications for the UNICEF organizational structure and capacities at national and subnational levels for implementation in the next CPD.
  - Contributions to system strengthening at national and subnational levels
  - Subnational engagement model with municipalities and local partnerships for implementation
  - Cross-sectoral linkages within the Country Programme and across the humanitarian-development nexus
  - Partnerships – strategic review of UNICEF’s partnership model and range of partnerships and their sustainability
  - Private sector engagement - both for financing and for collaboration for child rights and development.
  - Relationship and respective mandates with the National Committee for UNICEF in Türkiye.

- Accountability to Affected Populations (AAP) within the development context
- Forward looking insights into programming with youth for climate change and with the Roma community.

79. The elicited themes of inquiry emphasize slightly different considerations than the evaluation questions. There are also overlaps between respective evaluation questions among the criteria. For example, the considerations of alignment in relevance overlap with the considerations of alignment in Coherence. In spite of the potential overlap and duplications, the themes and questions can be aligned to illustrate where these considerations will be addressed.

80. **Additional Parameters.** Two additional factors shape the scope of the evaluation: parallel evaluations and the considerations for increased youth engagement.

81. **Parallel Evaluations.** Within the CO, there are five other evaluations or assessments that are in various processes of finalization. One important consideration in the design of this CP evaluation is to avoid stakeholder interview fatigue and to avoid duplication of themes already being covered in other evaluations. Among the five, the most prominent to account for is the evaluation of UNICEF’s response to the L3 earthquake response. The L3 evaluation will overlap substantively on the humanitarian response components of the CPE and duplicate a significant number of national and subnational stakeholders to be interviewed. The suggested approach – outlined in Table 4, is to focus on other humanitarian responses and interview different stakeholders from the L3 evaluation.

82. **Youth Participation:** The TOR proposed seeking ways to increase youth participation in the evaluation exercise beyond simply being interviewed stakeholders. This is based on the experiences in other country programmes where youth have participated in a youth reference group which reviewed evaluation products or participated in data collection or data analysis exercises. There is no specific youth reference group per se formed for the evaluation. However, within the CO, the Adolescent Development and Participation (ADAP) unit, there exists a Youth Leadership Council. This council is a 14 member unit of representatives (ages 15-24 years) who represent the seven regions where UNICEF programming occurs. The council supports the monitoring of UNICEF programming and provides feedback to UNICEF on ongoing planning and discussions through monthly remote meetings and semi-annual in-person meetings in Ankara. The council may represent the best opportunity for structured youth participation in the review of the evaluation products if the CO wishes to engage them in this role.

83. The following table consolidates the evaluation TOR questions and the alignment to the potential themes of inquiry and considerations for avoiding duplication with the existing L3 scope of work. The areas of inquiry overlap among the evaluation questions and have relevance to several dimensions at the same time (Table 4).

**TABLE 4: TOR SUB-QUESTIONS BY DIMENSION**

Evaluation Criteria and Questions	ET Observations on scope and L3 considerations	Areas of Inquiry
<b>Relevance:</b> To assess the alignment of the programme interventions to existing strategies and policies of UNICEF, UNCT, and Government		
1.0: To what extent is UNICEF responding to the (changing) needs of the most vulnerable throughout programme implementation, including its humanitarian-development nexus work?		Correspondence between UNICEF Vulnerability Analyses and programming focus over time Strategic Positioning Comparative Advantages Roma and Climate Change Programming <sup>82</sup> Nexus contributions

<sup>82</sup> The deep dive separate assessments of future programming options with Roma and Climate Change case studies are exploring similar lines of questions – but with a forward-looking focus. They are inserted here as reflection of forward-looking themes, not themes to explore performance under the current CPD.

1.1	How has UNICEF determined their ability to respond to the needs of the most vulnerable vis-à-vis other stakeholders? Are there any needs that are not prioritized by UNICEF that have been identified and responded to by other stakeholders?		Correspondence between needs / vulnerabilities of groups of children and UNICEF programming over time.  Adolescence and youth  Roma and Climate Change Programming <sup>83</sup>  Inclusiveness of UNICEF approach  Evolving needs in the country
1.2	To what extent has UNICEF's positioning in the country and implementation strategies enabled itself to respond to those needs?	The L3 evaluation includes considerations on the contributions to the humanitarian-development nexus including integration into pre-existing programmes and the extent to which L3 activities provided the basis for subsequent recovery and multi-year interventions later incorporated into country plans. To avoid duplications with the L3 report, this line of inquiry will not duplicate these considerations vis a vis the L3 in depth by examine other elements of adaptation and the nexus over the period under review.  The sub-question 1.3 overlaps with the EQ4.2 which also explores UNICEF positioning with stakeholders.  To differentiate, the EQ4.2 will focus on UNICEF contributions to policy change while EQ1.3 will focus more on operational implications – coordination among actors for child wellbeing programming.	Strategic positioning with respect to public sector stakeholders including identifying potential levels or sectors beyond implementation support – disaggregated by national level and subnational level positioning.  UNICEF's perception among public, partners, and youth, and how it has been leveraged (or not) to achieve outcomes.  UNICEF contributions to the Nexus and the linkages between UNICEF humanitarian response to longer term development goals.
1.3	What are the comparative advantages of UNICEF in the identification, advocacy, and programmatic work in relation to other actors in the country? Are these strengths a result of UNICEF institutional features or are they specific to the Country Office?		Unique positioning of UNICEF vis-à-vis other partners.  Extent of UNICEF's comparative advantages and how it has been leveraged within the country programme.  Roma and Climate Change Programming  UNICEF comparative advantages across the Nexus
2.0:	To what extent has UNICEF been able to respond to the shifts caused by external shocks, crises, or major socio-economic and political changes? What enabled/restricted UNICEF to adapt to those shocks?	This question will overlap substantively with the L3 evaluation. Mitigation measures may be to defer the operational details of the earthquake response to the L3, and to consider other shocks such as the economic situation throughout the CPD period.	Responsiveness of UNICEF with respect to needs and its unique positioning.  Adaptability of UNICEF's CP in faces of major shocks – including socio-economic situation.
<b>Efficiency: To assess the programme timely and cost-efficient implementation and result based management</b>			
3.0:	Are UNICEF's resources		Funding model – Private Sector

<sup>83</sup> The deep dive separate assessments of future programming options with Roma and Climate Change case studies are exploring similar lines of questions – but with a forward-looking focus. They are inserted here as reflection of forward-looking themes, not themes to explore performance under the current CPD.

	enabling the best delivery of the country programme as per identified priorities?		engagement, RR and OR resourcing, donor earmarking. HR capacity Budgeting and Implementation Accountability and Communication
3.1	What is taken into consideration to identify the most cost-effective strategies? To what extent is UNICEF positioning in the country taken into consideration to identify those strategies?	The question in the TOR related to 'what extent positioning is taken into consideration while identifying cost effectiveness of strategies' is vaguely worded but can be assessed through exploring decision making criteria beyond economic efficiency.	Extent of appropriateness of allocated budget and its strategic targeting, especially in competing humanitarian-development priorities.  Determination of 'value for money'- comparing delivery of expected results with associated budget allocations.  Identification of 'extra-economic considerations' in the identification of cost-effective strategies, including implications for UNICEF's strategic positioning.  Factors influencing budgeting and implementation decisions including 'extra-economic considerations'.  UNICEF's perception among public and partners, and how it has been leveraged (or not) to achieve resourcing.
3.2	Has UNICEF introduced innovative efficiency measures to enable it to be more effective? Which ones and how?	An additional factor may also be to explore what more can be done – existing gaps in efficiency.	Change strategies with highest return on investment  Programmatic and process innovation to improve CP delivery.  Gaps in efficiency still to be considered
3.3	To what extent were the financial resources allocated in alignment to the defined UNICEF priorities within the CPD? Are available financial resources (RR, OR) affecting strategic allocation of the resources to priorities and programme implementation and the humanitarian-development nexus work?		Private sector engagement in resourcing  Donor funding and potential earmarking  Distribution of RR and OR resourcing with CPD priorities.
<b>Effectiveness: To assess the extent the programme outputs have contributed to immediate developmental changes and longer term results at the outcome level</b>			
4.0:	To what extent is UNICEF through its strategies, operations, partnerships, and		Outcome Achievements Partnership Model Operations Structure

	advocacy managing to effectively contribute to results for children’s well-being?		Strategic Positioning Contributions to System Strengthening Subnational Engagement Roma and Climate Change Programming
4.1	What external and internal enabling/restrictive factors affected its contribution? How UNICEF’s positioning enable/restricted itself to deliver results?	Although not specifically stated, this EQ would be a good space to explore the UNICEF organizational structure in terms of resourcing and capacities at the national and subnational level for CPD implementation within the current relatively high resourcing environment.	Analysis of internal and external environment and enabling and disabling factors  Distribution and organization of UNICEF resourcing and capacities at national and subnational levels for CPD implementation.  Coordination within and among levels internally and externally  Partnership model and range of existing and potential future partnerships at national and subnational levels  Private sector engagement and public perceptions
4.2	To what extent has UNICEF positioned itself among the most influencing stakeholder to achieve results for children? To what extent has UNICEF positioned itself to contribute to policy change?	The sub-question overlaps with the EQ1.3 which also explores UNICEF positioning with stakeholders.  To differentiate, this EQ will focus on UNICEF contributions to policy change while EQ1.3 will focus more on operational implications – coordination among actors for child wellbeing programming.	Contribution of UNICEF to policy change and advocacy by virtue of its strategic positioning within the country – disaggregated by national level and subnational level positioning.  Limitations for policy change
4.3	To what extent has UNICEF positioning in the general public, CSOs, and private sector enabled the delivery of results for children?		Partnership model – strategic, technical, and operational engagements.  Private Sector engagement for implementation.  National committee partnership relationship  UNICEF’s perception among public and partners, and how it has been leveraged (or not) to achieve outcomes.  Future expectations of partners for UNICEF role and positioning – especially with respect to youth and climate change or Roma programming.
4.4	To what extent is UNICEF successfully introducing and implementing innovative models to be	EQ3.2 overlaps with EQ 4.4 because both look at innovative approaches. To differentiate, EQ 3.2 will focus on UNICEF implementation elements while	Contributions to System Strengthening at national and subnational levels.  Degree of perceived positive

	delivered at scale through national systems? How? What is enabling/restricting the introduction and implementation of these innovative interventions?	EQ4.4 will focus on the dissemination of innovative models for uptake by national systems.	<p>change</p> <p>Subnational engagement with municipalities and local partners for implementation.</p> <p>Roma and Climate Change Programming</p> <p>Innovative and scalable change strategies and extent of their success and replicability</p> <p>Responsiveness to the localization agenda</p> <p>Identification of system bottlenecks</p>
<b>Sustainability:</b> To assess the extent to which the benefits gained from programme interventions can be sustained and continued after UNICEF engagement.			
	5.0: To what extent does UNICEF manage to ensure sustained political, financial, and institutional commitment in priority areas within the most influential stakeholders?		<p>Government Commitments: Ownership, Policy, Resourcing, Institutionalization and Staffing Capacity – national and subnational.</p> <p>Partnerships – Strategic, technical, and operational</p> <p>Private Sector Engagement and Collaboration</p> <p>System Strengthening Outcomes at National and Subnational levels.</p>
5.1	To what extent has UNICEF leveraged its positioning to successfully influence sustained public expenditure in prioritized areas?	Although not specifically stated, this EQ could also be a space to explore the UNICEF organizational structure in terms of resourcing and capacities at the national and subnational level for CPD implementation within the expected future reduced resourcing environment and the implications of this for the future CPD design.	<p>Government commitments to targeted children issues along five dimensions – Ownership, Policy, Resourcing, Institutionalization and Staffing Capacity – national and subnational.</p> <p>Strategic partnerships at national and sub-national levels for sustained impact, including with private sector.</p> <p>National committee partnership relationship</p> <p>Innovative models and partnerships for financing and scaling up</p> <p>Potential implications, and limitations, for sustainability of the distribution and organization of UNICEF resourcing and capacities at national and subnational levels within a reduced resourcing environment in the next CPD.</p>

5.2	To what extent has UNICEF built strategic partnerships (technical and advocacy) to ensure sustained results of UNICEF's supported national programmes and policies? To what extent have results achieved contributed to system building and strengthening at sub-national level (provinces and municipalities)?	<p>EQ5.2 and EQ5.3 overlap as both are related to ensuring sustained results within government programming. EQ 5.2 focusing on technical and policy elements while EQ5.3 is focusing on resourcing.</p> <p>In addition, EQ5.2 and 5.3 overlap with EQ4.2-4.4.</p> <p>To differentiate, the EQ4.2-4.4 will focus on what UNICEF has done while EQ5.2 and 5.3 will consider how these results may be sustained after the cessation of UNICEF support.</p>	<p>Partnership model – strategic, technical, and operational engagements.</p> <p>Partnership relationship with the national committee of UNICEF in Türkiye.</p> <p>Sustainability of UNICEF's partnerships</p> <p>Private Sector engagement for implementation.</p> <p>System strengthening outcomes – disaggregated by national and subnational levels.</p>
5.3	To what extent is UNICEF able to partner with key stakeholders or influence them to ensure that innovative models are properly resourced over time to be scaled up in the country?	EQ5.2 and 5.3 will be treated together in the report to merge observations regarding the sustainability of technical elements with resourcing sustainability.	<p>Partnership model – strategic, operational, and technical – disaggregated by Government, CSOs, and Private Sector.</p> <p>Private Sector engagement for implementation and resourcing.</p> <p>Government engagement for implementation and resourcing.</p>
6.0: Has the integration of humanitarian and development aspects under one plan resulted in a more integrated approach and made the transition from humanitarian to development interventions easier?		<p>This EQ will overlap with the L3 evaluation which is also exploring the degree to which the transition from humanitarian to development interventions were included.</p> <p>This can be partially mitigated by explore other transition processes outside of the earthquake response – such as the Syrian migrant crisis or the pandemic response.</p> <p>The evaluation will also explore the implications of the integration under one plan in light of the predicted reduction in funding for the next CPD.</p> <p>In addition to integration, the degree of planning in place, the degree of government support to the planning process, and degree of reflection and adaptations built into the system are important to ensure proper transitioning.</p> <p>The degree of pre-planning and the degree of reflection/adaptation built into the</p>	<p>Extent of integration between humanitarian and development programming, partnerships, and coordination.</p> <p>Extent of planning in place and degree of government support during the planning process.</p> <p>Identification of bottleneck within the nexus for integrated programming.</p> <p>Degree to which reflection and adaptation spaces allowed for overcoming bottlenecks in the transition process.</p> <p>Feasibility of the Accountability to Affected Populations (AAP) mechanisms to the development context and potential adjustments</p>

		process will be added to this evaluation question.	
<b>Coherence: To assess the degree to which UNICEF programming is internally consistent and externally coordinated with other actors and partners</b>			
	7.0: To what extent do UNICEF's results fit with the national government priorities at the central and decentralized level?	<p>The L3 evaluation also prioritizes coherence criteria with government partners including UNICEF positioning vis a vis a strong government response.</p> <p>To mitigate, the CP evaluation will focus on the coherence related to the other components of the CPD and exclude the earthquake response from the analysis – citing reference to the L3 report.</p>	<p>Policy Alignment – National and Subnational levels UNSDCF Alignment Synergies and complementarities Alignment with national development plan</p>
7.1	To what extent was the Türkiye Country Programme (2021-2025) aligned with the 11th National Development Plan and sector development plans given the country, priorities, and needs?		<p>Policy Alignment – National and Subnational levels</p> <p>Alignment at national and subnational levels with the 12<sup>th</sup> Development plan and associated sector plans.</p>
7.2	To what extent other stakeholders, including UN Agencies, IFIs, INGOs, CSOs, and other development partners supported or undermined UNICEF's action in the country?	The L3 evaluation also explores this question and to avoid overlap, this evaluation will exclude the earthquake considerations when addressing this question.	UNSDCF Alignment - Alignment of UNICEF's approach to targeting and prioritization with that of relevant UN-wide response, and broader frameworks, such as CRC, CEDAW, Human Rights based approach etc.
7.3	To what extent has advocacy and programmatic work triggered synergies, complementarities with other stakeholders to support UNICEF advocacy and programmatic work?	This will consider not only UNICEF's external synergies, but also synergies across UNICEF's sectoral areas of focus to better address needs.	<p>External synergies and complementarities with UNICEF.</p> <p>Private Sector engagement for CPD programming</p> <p>National committee partnership relationship</p> <p>Degree of coordination and collaboration with external actors</p> <p>Degree of internal coordination and collaboration, including a focus on the cross-sectoral approach of programming in the CPD, to ensure coherent external engagement stakeholders.</p>
<b>Gender and Equity: To assess to which these cross-cutting themes are integrated throughout programming in the CPD</b>			
	8.0: To what extent are gender and equity integrated in the implementation of UNICEF actions?	These two EQs overlap with the other evaluation questions that are exploring UNICEF implementation or contributions to policy and evidence generation. For example, in EQ4.2 under	Extent of integration of gender and equity principles in UNICEF actions
	9.0: How well is UNICEF leveraging its position to		UNICEF leveraging to promote gender inclusion and equity in

<p>promote gender and/or equity in evidence generation, policies, and programming?</p>	<p>contributions to Policy changes, the degree to which gender issues were considered or promoted would be a relevant topic.</p> <p>For this report, the CO recommends having a standalone section that synthesizes the overall patterns for gender equity rather than interweave these observations throughout the evaluation topics.</p>	<p>programming – Partnerships and Advocacy.</p>
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Source: Evaluation Terms of Reference, UNICEF ECARO.

## 4.2 Proposed Approach and Principles

84. The principles guiding the proposed evaluation approach rely on a **non-experimental and theory-based evaluation approach** to generate a **utilization focused** evaluation to help with **contribution** analysis. Principles of adaptive flexibility, participation and empowerment will further shape the tools, methods, and analysis exercises employed.
85. **Non-Experimental Design:** For this evaluation, a non-experimental design will be utilized to assess the implementation of UNICEF CP. This design involves observing and analysing naturally occurring events, behaviours, or conditions without any intervention and / or manipulation by the evaluator. Non-experimental designs are well-suited for this evaluation as they allow for the examination of real-world programme implementation and outcomes in diverse and dynamic contexts. By observing the programme's activities, strategies, and their effects as they naturally unfold, the evaluation can provide valuable insights into the programme's relevance, efficiency, effectiveness, sustainability, and coherence. Additionally, non-experimental designs enable the inclusion of diverse data sources, such as document reviews, stakeholder interviews, and surveys, to triangulate findings and enhance the validity of the evaluation results. To deploy this approach, the ET will collect data from sources, including programme documents, reports, stakeholder interviews, and beneficiary surveys. This non-experimental design will offer a rigorous yet flexible framework for evaluating the UNICEF Country Programme, providing valuable insights to inform future programme planning and decision-making.
86. **Theory-based Evaluation Approach:** A theory-based design will also be employed in this evaluation to provide a comprehensive understanding of the UNICEF CP. This approach involves developing a theoretical framework or logic model that outlines the programme's inputs, activities, outputs, outcomes, and impacts, along with the underlying assumptions and pathways of change. By elucidating the programme's theory of change, the evaluation can systematically assess the extent to which the programme's strategies or interventions are achieving their intended outcomes and contributing to the realization of UNICEF's goals. Theory-based design is particularly relevant for this evaluation as it allows for the systematic examination of how various programme components interact and influence outcomes within complex social systems. Through the identification of key programme mechanisms and contextual factors, theory-based design enhances the evaluation's ability to explain why certain outcomes occur and generate actionable recommendations for programme improvement. To deploy this approach, the evaluation team will engage in theory development participatory stakeholder consultations, and literature reviews to construct a robust theoretical framework that will guide data collection, analysis, and interpretation.
87. **Utilization-focused:** Evaluation products and processes should be judged based on their meaningful contributions to organizational learning and decision-making. This focus requires stakeholder engagement, especially with the intended users of the evaluation report, to maintain transparency, and cultivate ownership, accountability and political will needed to generate and / or implement constructive and actionable evaluation recommendations.

Inclusive involvement of relevant stakeholders will also help to ensure that evaluation results are credible and derived from the best available sources of evidence. Therefore, the evaluation will be engaging meaningfully with a range of stakeholders, to include their voices in the process.

88. **Contribution Analysis:** Contribution analysis will serve as another important component of the evaluation, providing a focused examination of UNICEF's contributions to outcomes within the country programme context. This approach seeks to assess the extent to which UNICEF's interventions have contributed to observed changes in key outcomes, taking into account the influence of other contextual factors and actors. Contribution analysis is well-suited for this evaluation as it allows for a nuanced understanding of UNICEF's role in driving positive changes for children and vulnerable populations, meanwhile also acknowledging the complex and dynamic nature of development contexts. By examining the specific contributions of UNICEF's interventions, such as policy advocacy, capacity-building initiatives, and service delivery efforts, the evaluation can discern the CPD's added value and identify areas where UNICEF's efforts have been most effective. Moreover, contribution analysis also facilitates the identification of unintended outcomes and unintended consequences, shedding light on potential areas for programme refinement and improvement.
89. **United Nations Evaluation Principles:** The evaluation will focus on the four main objectives outlined in the TOR by applying key OECD/DAC criteria, specifically relevance, efficiency, effectiveness, sustainability, and coherence. Gender equity will also be responded to through a crosscutting lens. It is expected that all members of the evaluation team will abide by the 2016 UNEG norms and standards, the 2007 UNEG Ethical Guidelines and Code of Conduct as well as the principles of 'do no harm'. The key OECD/DAC criteria will inform the development of the data collection methods and tools. The methodology will be guided by UNEG Ethical standards to shape the evaluation approaches to ensure that the exercise does not harm participants either during or after the evaluation process. The UNEG guidance on Gender (UNSWAP) - specifically the Evaluation performance indicator (EPI) - will inform the shape of the evaluation approach to ensure adequate representation of gender considerations in the evaluation processes and assessment of results. The humanitarian principles provide consideration regarding how the methods will ensure neutrality, impartiality, and independence in the development of findings and recommendations. Based on these parameters, an evaluation matrix was developed for the evaluation describing the key questions and sub-questions, their links to the OECD/DAC criteria, relevant indicators, and the data collection methods to be used to address these questions ([Annex 4](#)).
90. **Gender and Disability:** For gender, based on the United Nations Evaluation Group (UNEG) guidance and based on the principles described in the UN SWAP Evaluation Performance Indicator (EPI) technical note (April 2018), the methodological approach will further integrate a gender-equality lens as part of the overall analysis. This involves addressing the substantive aspects related to gender and equity issues within the TP activities included in the evaluation period. The evaluation will take a two-pronged approach for Gender consideration in the methodology. At the basic level, ensuring adequate inclusion of men, women, boys, and girls as relevant in the data collection process as well as additional marginalized populations. During analysis, disaggregation of responses and data from men, women, boys, and girls will be ensure that disparate voices will be highlighted. Substantively, this can allow the evaluation to explore whether the CPD has made contributions to addressing the key gender barriers, harmful practices, or negative norms and stereotypes as well as other inequalities that may be impeding the development for boys, and girls and others.
91. For disability, the TOR does not specifically describe an attention to disability, but the evaluation will use the structure as with gender and seek to include youth with disabilities (or in other groups) as feasible in the FGDs. The Youth engagement survey will also include a component tracking disability to allow for disaggregated analysis of differential effects and perspectives.

### 4.3 Evaluation Methodology

92. As noted in the TOR, there is an expectation that the CPE will focus on UNICEF's most recent nine change strategies as per the UNICEF Strategic Plan 2022-2025. These include: 1. Advocacy and communication, 2) Community engagement, social and behaviour change, 3) Data, research, evaluation, and knowledge management, 4) Digital transformation, 5) Gender-equality programming for transformative results, 6) Innovation, 7) Partnership and engagement: public and private, 8) Risk-informed humanitarian and development nexus programming, 9) System strengthening to leave no one behind. Additionally, a deep dive into the issues around youth and climate change and the Roma population will be given in this evaluation. The evaluation team will seek to avoid duplication with the current L3 Response to the Syria/Türkiye Earthquake Evaluation
93. **Scope:** Based on these principles, the evaluation methodology will draw on a mixed methods approach involving pre-existing documentation and quantitative data with primary data – primarily qualitative – collected through the data collection exercise to address the key OECD/DAC criteria. Gender and equity integration will be responded through a cross cutting lens. The focus of the evaluation is to assess the TCP portfolio as a whole including cross-cutting issues and inter-sectoral support. To avoid duplications with the parallel evaluation of UNICEF's contribution to the L3 Response to the 2023 earthquake, considerations will be made in the evaluation plan and evaluation matrix to allocate certain specific themes to be addressed in the L3 evaluation only. These methods are outlined in more detail in the following sections.

#### 4.3.1 Evaluation Information Sources

94. **Sources of Information:** The evaluation will use a mixed methods approach drawing on four general sources of information that can be collected through this exercise across different levels of stakeholders. The specific methodological adaptations and tool development to gather information from these sources are shaped by the evaluation principles described in section 4.2. The four categories of information sources to be used by the evaluation are described below.
95. **Pre-existing documentation.** UNICEF sponsored a range of studies and assessments during the current CPD as well as numerous external policies, strategies, and frameworks ([Annex 11](#)). Per the TOR, the evaluation will seek to maximize the use of these recent evaluations and reviews to reduce duplication and evaluative burden (See Table 3 and for summarized list of documents).
96. **Pre-existing quantitative information.** Per the CPD, the results level indicators for determining progress has primarily relied on national level demographic indicators linked to goals and outcomes. The TCP logframe also tracks output and activity indicators related to the current cycle. These indicators are not measured by UNICEF but rely on Governmental or Inter-Agency exercises. There is substantive monitoring data from TurkStat publications (official statistics). In addition, the UNICEF regional office has supported a public perceptions survey of citizens to understand UNICEF branding implications and identify respondent perceptions of child-related matters.
97. **Public Perception Survey.** Within the pre-existing quantitative information is a public perceptions survey of UNICEF's brand image in Türkiye. In a process managed by UNICEF headquarters, citizens in countries which have a UNICEF national committee (a fundraising committee in donor countries), are periodically surveyed regarding the public's perceptions of UNICEF and on giving patterns. This survey was implemented in Türkiye in 2022 and can serve as an information stream for addressing the UNICEF public perceptions described in the TOR.
98. The two primary gaps in pre-existing quantitative information are within the national level demographic indicators (not always measured annually by the Government sources) and outcome/impact level information related to the change strategies as per the UNICEF Strategic

plan 2022-2025<sup>84</sup>. This data gap can be addressed during the CPE through the qualitative exercises including the key informant interviews and focus group discussions.

99. **Primary Qualitative and Quantitative Information.** Considering secondary data, the primary qualitative and quantitative information to be collected by the evaluation team during the data collection phase – relate to three dimensions:
- a. **Qualitative information from government partners (at national and local level) and implementing partners**, on the CP’s progress towards achieving the objectives outlined in the four pillars of the CPD (ECD, Youth, Social Protection and CRM) and their accompanying modalities. This would also fit the network analysis intended to identify UNICEF’s current and potential future partnerships and relationship networks;
  - b. **Qualitative and quantitative information from youth** regarding the *overall* CP performance (strategic positioning, fit for purpose, comparative advantage, leverage, and so forth) within this dimension;
  - c. **Qualitative and quantitative information from beneficiaries and community members** to provide insights on the relevance, efficiency, effectiveness, sustainability, coherence, and equity of programme delivery.
100. The stakeholder analysis introduced Section 2.2.3 and described in [Annex 6](#) reviews the potential stakeholders associated with the CPD and their interest in the evaluation. These specific categories of stakeholders can be clustered into Central level and local levels.
- a. **Local level stakeholders/Affect Populations** (Parents, students, teachers, youth, health workers, social workers, community members, community leaders). Municipal directorates from Education, Health, Social Protection, or Child Protection connected to TPE programming in the various thematic sectors, teachers, health workers, social workers)
  - b. **Central level stakeholders** (Personnel from government bodies including, line ministries, UNICEF national and sub-national office personnel, Implementing Partners, Agencies, Donors, NGOs, CSOs, among others)
101. **Summary:** Based on these considerations, the evaluation will rely on these elements from the four information sources:
- a. Pre-existing **documentation** information from programme reports and other UNICEF documentation (policies, donor reports, external research, among others), external studies, and policy documentation
  - b. Pre-existing **quantitative** information including:
    - i. TCP logframe output and activity indicators
    - ii. National level indicators on child protection and adolescent skills
    - iii. Third Party Monitoring data (as available)
    - iv. Public Perception Survey results
  - c. Primary **qualitative and quantitative** information including:
    - i. Interviews with central level stakeholders (Government, UNICEF, UN agencies, partners, and so forth)
    - ii. Interviews with municipal level stakeholders (Municipal Government, Directorates, social workers, health workers, CSOs and implementing partners, and so forth)
    - iii. Municipal Level Focus Group Discussions with beneficiaries (through the Evaluation team visits)
    - iv. Qualitative Survey with youth (through RMTeam) in UNICEF municipalities and non-UNICEF municipalities (described in more detail in Annex 5).

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<sup>84</sup> Namely, 2) Community engagement, and SBV, and 4) Gender equality programming for transformative results and 9 Systems strengthening to leave no one behind.

### 4.3.2 Key Features of Evaluation Structure

102. Based on the available information, information needs and evaluation principles, the overall evaluation structure is comprised of the following elements:
1. **A core evaluation team** of three members – two international, and one national expert.
  2. A **two-week in-country mission**, data collection in the field mission will emphasize collecting primary qualitative data through key informant interviews (KIIs) or focus group discussion exercises (FGDs) which will involve:
    - i. **Site Visits:** Site selection processes are described in [Annex 7](#). Remote and in-person data collection of key informant interviews that include three different levels:
      1. National level interviews in Ankara
        - a. Key informant interviews will include stakeholders including donors, government partners, private sector, civil society organisations, among others.
        - b. Municipal interviews with Ankara municipality. Key informant interviews with municipal authorities, CSO representatives and front-line workers and focus Group Discussions (FGDs) with parents or youth to obtain insights regarding UNICEF programming.
      2. Sub-national interviews in Gaziantep.
        - a. Key informant interviews will include stakeholders (at the sub-national levels), including donors, government partners, private sector, civil society organisations, among others.
        - b. Municipal interviews with Gaziantep municipality. Key informant interviews with municipal authorities, CSO representatives and front-line workers and focus Group Discussions (FGDs) with parents or youth to obtain insights regarding UNICEF programming.
      3. “Light touch” Municipality interviews in Istanbul and Sanliurfa Municipalities in contexts where UNICEF does not have a field office presence.
        - a. Key informant interviews or focus group discussions focused primarily on UNICEF implementing partners or other CSOs and with youth and women stakeholders involved in the different platforms and programming. KIIs may also include conversations with private sector representatives and NGOs and experts who cover Roma population programming (in Istanbul) as well as specific municipality units related to UNICEF programming.
        - b. Interviews will be carried out by the evaluation team members either virtually or physical presence.
    - ii. **Youth Perceptions of UNICEF programming and Youth Outcomes:** In parallel with the in-country mission, enumerators from RMTeam will interview 400 youth from eight different municipalities (50 youth per municipality) using a virtual format and based on an open-ended response interview guide. The selected municipalities will represent four municipalities where UNICEF has had youth programming and four municipalities where UNICEF has not worked to seek to capture the changes in youth as a result of UNICEF engagement. The selected youth will represent different types of ethnicities (for example: Turkish, Syrian, Roma, or other ethnic minorities) and will ensure gender balance.
  3. **Secondary quantitative data** will be analysed from pre-existing datasets from UNICEF or national sources. Additional **document review** will be carried out during the inception phase and after the data collection mission.
  4. **Preliminary Findings Workshop:** Per the TOR, three weeks after the field visit, the evaluation team will elaborate a virtual exercise to present preliminary findings and recommendations and provide a debriefing opportunity over the data collection process.

These findings and recommendations are for consideration in the development of the next CPD cycle. Currently proposed for the July 4 or July 5 dates.

#### 4.3.2 Data Collection Methods and Tools

103. The evaluation methods to be applied in this CPE are consistent with the methods proposed in the TOR. The primary adjustments have been the utilization of a pre-existing public perceptions survey to replace the option proposed in the TOR and the subsequent addition of a youth engagement survey to complement the field data collected from the field mission.
104. **Evaluation Matrix:** An evaluation matrix is based on the refined evaluation questions is located in [Annex 4](#) profiling the overall CPE. The matrix provide an overview and framework to guide the ET throughout the process of data collection and data analysis and is intended to show the linkages between the TOR questions, the sources of data, indicators for analysis, methods of data collection, and methods of analysis that the team will use. Each type of information will contribute to the triangulation of data responding to the evaluation questions.
105. **Data Tools** – FGD and KII guides. There are multiple tools to be employed as part of the evaluation process ([Annex 5](#)). The Annex tools include detailed descriptions of administration protocol, informed consent, and ethical considerations to be used with each tool. The nine tools are:
  1. Key Informant Interview Guide – National Level Stakeholders
  2. Key Informant Interview Guide – Sub-national level stakeholders including the Roma and climate change future directions briefs.
  3. Municipality Level Focus Group Discussions with beneficiaries – (Primarily Youth and parents)
  4. Youth Survey on Perceptions of UNICEF and youth outcomes – Youth stakeholders
106. The KIIs and FGDs will be done using a semi-structured interview approach based on the questions outlined in the evaluation matrix. A general KII is developed for primary stakeholders to be adapted appropriately to the expertise and relevance of the stakeholders under review. Questions on the KII have been developed to feed into the two case studies on 1) adolescents and climate change and 2) Roma in Türkiye.
107. Ethical procedures outlined by UNICEF guidelines will be rigorously adhered to throughout the interviews to safeguard the rights and well-being of participants. This methodological approach underscores the importance of incorporating local perspectives to enrich the evaluation process, and to enhance the relevance and utility of findings for programmatic decision-making.
108. **Youth Engagement Interviews.** Insights from youth stakeholders, including different types of cohorts and gender and ages, will be an important component for understanding youth perceptions of UNICEF programming and how UNICEF support through municipalities is contributing to CPD outcomes related to youth. The attention to programming considerations for youth and climate change or the Roma community is heavily dependent on the youth in the local municipality contexts. There is significant subnational variation among the municipalities where UNICEF programming occurs. The degree of variation among municipalities presents challenges for capturing subnational variations among youth engagement and outcomes within the period of time available for data collection.
109. KonTerra is collaborating with a local research partner, RMTeam, to conduct a parallel youth engagement survey to supplement evaluation team interviews. RMTeam focuses on providing high-quality monitoring and evaluation research services across a broad variety of sectors with established relationships with local and civil society organizations and local experts. Its work is made possible through highly skilled, multi-lingual networks of field researchers with in-depth local knowledge, and a distinguishing strength of the organization is its ability to mobilize large numbers of these researchers at short notice in complex and challenging environments.

110. It is proposed that to provide a more thorough picture on youth programming focus, outcomes, and potential through interviewing 400 youth via an open-ended response interview guide from eight different municipalities. Four of the municipalities will have benefited from UNICEF support in youth programming and four of the municipalities will be those in regions where UNICEF has not operated. The interviews will be virtual and formed as KIIs. The selected youth (50 per municipality) will represent a range of ethnicities and have gender balance. The survey will cover three major categories: i) Youth perceptions of UNICEF and UNICEF programming; ii) Measurement of youth outcomes through four dimensions: educational attainment, empowerment, leadership, and economic attainment; and iii) Forward looking directions for UNICEF programming. The third category will also include a special section applicable for the development briefs on Roma programming and youth and climate change. This exercise would be done in parallel to the evaluation team’s data collection exercises during the June 3-14 range.

111. **Connection of Tools to Evaluation Dimension.** The Evaluation Matrix ([Annex 4](#)) provide a summary of the link between each data source and the indicators to be reviewed as part of the process of building conclusions. The format of the KIIs and FGDs in [Annex 5](#) are structured so as to illustrate the linkage between specific interview questions, the evaluation TOR questions and the respective areas of inquiry.

#### 4.3.4 Site and Stakeholder Selection

112. The following table 5 summarizes the proposed sites for the evaluation team field visits and the youth engagement surveys. [Annex 7](#) describes the site selection process and proposed sampling approaches in detail.

**TABLE 5: PROPOSED NATIONAL AND SUBNATIONAL SITES FOR EVALUATION**

Evaluation Team Visits		Youth Engagement Surveys	
National Level	Municipalities	Non-UNICEF Municipalities <sup>85</sup>	UNICEF Municipalities
Ankara Gaziantep	Ankara Gaziantep Istanbul Sanliurfa	Adana Malatya Izmir Bursa	Ankara Gaziantep Hatay Kilis

113. In summary, each of the approaches have their own sampling criteria. For the qualitative data, an over-arching criterion is **information richness based on purposive sampling**.<sup>86</sup> The specific selection will depend on purposive sampling for the qualitative interviews. Criteria include: Information richness (*are the respondents sufficiently familiar with the activities to provide insights from different perspectives including sex, ethnicity, or regional dynamics?*), accessibility (*can the stakeholders be accessed by the evaluation team?*), and diversity (*Does the mix of stakeholders represent of the diversity of sex and ethnicities among national and sub-national stakeholders?*).

114. **Proposed number of KIIs and FGDs.** The evaluation exercise is composed of the qualitative interviews implemented by the evaluation team and the youth engagement surveys implemented by the RMT team enumerators. For the youth engagement survey, it is proposed to sample 400 youth in total (50 youth per municipality in eight municipalities). For the qualitative data, it is proposed to include a total of 130 KIIs and 12 FGDs representing the range of stakeholder classes. The exact numbers per class are depicted in [Annex 6](#). The interviews can be approximately clustered among four dimensions: i) UNICEF stakeholders; ii) Central level stakeholders (Government and other partners); iii) Subnational stakeholders around Gaziantep (UN, NGO, CSOs, Donors with field presence in the southeast); and iv) Municipal-level stakeholders (including municipal authorities, CSOs, and project participants (Table 6).

<sup>85</sup> Some of the proposed non-UNICEF municipalities have only recently signed a partnership contract with UNICEF.

<sup>86</sup> Information rich individuals do not necessarily mean individual who are biased about the programme or who are directly involved in implementation of activities – rather, information richness implies individuals who can speak knowledgeably about the programme – either as an intended recipient of the programme OR external observer with sufficient observational exposure to the programme that they can provide a competent opinion.

**TABLE 6: EXAMPLE OF FGD AND KII STAKEHOLDER CLASSES**

UNICEF	Central- Level Stakeholders	
	Government partners	Other partners
UNICEF Türkiye (CO and FO) Office UNICEF ECARO	Line Ministries Agencies and Institutes	CSOs NGOs Donors Implementing Partners Private sector Academia UN Agencies
	Local Level Stakeholders (each municipality) – Both by ET in main centres and conducted by RMTeam enumerators in more diverse municipalities	
	Local level government bodies	Others
	Municipality level units, sub-national level authorities	CSOs and Implementing partners in local level across different sectors  FGDs with youth, parents, and frontline workers.

#### 4.3.5 Data Analysis Methods

115. All three main types of data (document, quantitative and qualitative) will have their accompanying management and analyses. To ensure consistency in understanding the objectives of the evaluation, a preliminary orientation facilitated by the team leader will provide a shared understanding of the use of the tools. Semi-structured interview guides with probes are used to ensure consistent formatting of the interviews. Evaluation notes are to be compiled into a standardized template for each of the FGDs and KIIs - labelled by stakeholder and activity and location ([Annex 5](#)). The notes are to be shared and reviewed collectively by the team for data quality. Data analysis methods employ descriptive and comparative quantitative analysis, thematic narrative analysis, qualitative iterative data analysis and contribution analysis. All methods will be triangulated both internally and across methods as feasible.
116. **Document Review:** The documentary review will rely on *thematic narrative analysis* for highlighting key themes identified in the documents and connect them to the relevant points in the evaluation matrix.
117. **Qualitative iterative data analysis** is based on an iterative process of identifying key thought units related to each evaluation question from both the FGDs and the KIIs, organizing these thought units into clusters and identifying the key themes within each cluster. These are then clustered into categories and emergent themes from each category for further analysis and re-categorization to identify key patterns.<sup>87</sup> Evidence for conclusions is to be built via triangulation analysis. Themes or patterns will be examined to determine if they are coming from multiple stakeholder levels and multiple stakeholder categories. Observations or comments that only come from a single source or a single category of stakeholder will be given less weight during the building of the analysis. Findings highlighted in the report will be those emerging from multiple actors and across multiple stakeholder categories.<sup>88</sup>
118. **Descriptive and comparative quantitative analysis.** The pre-existing quantitative data and the Youth Engagement survey will be analysed through descriptive analysis. This will involve frequency analysis of key patterns with cross tabulation for dimensions of interest (such as sex or geographic location or ethnicity as available). Where possible, the analysis will seek to identify trends across criteria or time and will be disaggregated by sex where possible. To

<sup>87</sup> Patton, Michael Quinn. 2010. Qualitative Research and Evaluation. Sage Publication. San Francisco, California.

<sup>88</sup> Stakeholder categories will be disaggregated as well to check for balance among voices. For example, if 10 personnel from a specific municipality noted a certain pattern – this would receive less weight if the ten respondents were all from different municipalities. The latter would have more generalizability to the national level while the former would only be relevant to the observations from the single source.

facilitate analysis, composite measures may be developed to synthesis patterns across multiple questions within the same dimension.

119. **Social Network Analysis:** A social network analysis exercise will be employed to comprehensively assess UNICEF's strategic position within the country. This approach recognizes the importance of understanding the intricate web of relationships and interactions between UNICEF and various stakeholders, including Government agencies, non-governmental organizations, community groups, and other development partners. Social Network Analysis (SNA) offers a systematic framework for mapping and analysing these relationships, allowing for a nuanced examination of the UNICEF's connections, influence, and collaborative efforts within the institutional landscape. The methodology will involve extracting information from the qualitative interviews for identifying key actors and organizations, mapping out their interconnections, and analysing the strength and nature of these ties. By applying SNA, the evaluation will gain insights into the extent to which UNICEF is effectively leveraging its network and partnerships to achieve its strategic goals, identify potential gaps or bottlenecks in collaboration, as well as inform recommendations for enhancing strategic positioning and collaboration moving forward.
120. **Contribution Analysis.** Contribution analysis is an approach for inferring the degree to which programme actions have contributed to the perceived outcomes. The theories of change are the foundation of a contribution analysis.<sup>89</sup> The articulation of a theories of change and subsequent assessment of the perceived relationships between the various linkages and the validity of the assumptions can be used to generate a plausible argument for programme contribution. The conclusion of a contribution analysis is not necessarily definitive proof, but rather provides evidence of a line of reasoning that the programme has contributed to observed results. Generically, the important factors for a successful contribution analysis include:
- a. That there exists a theory of change for the interventions
  - b. Key assumptions behind the expected connections of the interventions have face validity
  - c. The activities in the programme were implemented as described in the theory of change
  - d. The theories of change has not been disproved
  - e. External factors influencing results have been assessed and controlled for or their relative role in contributing to the desired result has been recognized.
121. Contribution analysis is important for understanding the linkage to observed programme effects and will play a role in conclusions regarding effectiveness, relevance, and sustainability. The TCP has elaborated outcome level ToCs (Annex 3). These ToCs also include extensive narratives with assumptions which can be translated into a series of "if-then" statements which can be assessed for potential contributions. The TCP and programme ToCs then become the model that describes the intended results. This model can then be populated with the evidence currently available (qualitative and quantitative) related to the outcomes and the programme. During the analysis then, patterns of results are assessed against the links of the ToCs to determine whether the observed patterns match the ToC model and to identify possible weakness or gaps in the ToC. A reasonable contribution claim can be made if: a) there is a reasoned theory of change that is plausible and supported by the evidence; b) the planned activities operationalizing the intervention were implemented in alignment with the ToC; and c) other influencing factors have been assessed and their relative role in contributing to the desired results have been recognized and accounted for.
122. **Triangulation.** Due to the importance of triangulation of findings from different sources in the exercise, a key component of the data analysis will be the analysis debriefings at the end of the field phase to be used to substantiate the findings and to develop the conclusions and recommendations in response to the TOR questions. Triangulation involves comparing

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<sup>89</sup> Gagnon, Yves-Chantal. (2010). *The Case Study as Research Method: A Practical Handbook*. Presses de l'Université du Québec.

information from different sources, collected by different evaluators, and obtained from different methods.<sup>90</sup> In alignment with the utilization focused principle of the evaluation, initial findings and conclusions will be shared with UNICEF, government, and other local partners at the end of the field phase for discussion and eliciting feedback or the correction of facts.

#### 4.3.6 Ethical Considerations and Protocols

123. **Ethical Considerations.** The evaluation will be conducted to ensure the compliance with ethical and moral principles through the application of the UNEG Code of Conduct for Evaluation and Ethical Guidelines for Evaluation which has special relevance in relation to evaluations including affected populations and vulnerable groups – including children.
124. The only potentially vulnerable category to be interviewed in this evaluation are youth within the context of the youth strategic objective in the CPD and additional emphasis on the youth programme sub-evaluation briefs on working with Roma and the Climate Change. For the purposes of the evaluation exercise, only youth above the age of 18 will be selected for interviews in the FGDs or KIs in both the main evaluation and the forward looking briefs.
125. Because there are no children or vulnerable groups involved in the evaluation data collection, the evaluation does not need to go through a full Institutional Review Board (IRB) ethics review as part of the design process. However, the evaluation will still adhere to the ethical considerations related to safety, confidentiality, and data protection regarding its treatment of participants in the evaluation process.
126. **Protocols for Safety, Confidentiality, and Data Protection.** The principles of *informed consent* and the maintenance of confidentiality are crucial pillars of any evaluation data collection exercise. In this case, interviewees will be informed at the start of the interview regarding the purpose of the evaluation, assurances of voluntary participation, and confidentiality of all responses.<sup>91</sup> Potential interviewees are likely to have high workloads and the evaluation team will use the principle of mutual respect by ensuring that the interviews are as concise and as efficient as possible.
127. **Data protection measures.** After data is collected, data protection measures will be used to ensure respondent confidentiality across all data instruments. Both quantitative and qualitative information will be maintained on evaluation team computers only until the finalization of the report, at which time it will be deleted to further protect individuals from possible identification.
128. Any pre-existing data from UNICEF will be stripped of personal data before sharing with the evaluation team. For the quantitative perceptions survey data– names and contact information are not collected in the survey. Data from the survey will be kept on a password encrypted computer and will only be available to the evaluation team members.
129. For the qualitative data, all interview notes from the evaluation team are kept electronically on password encrypted computers. Personal names and other potential personal identifiers will be removed from the data prior to analysis. Data analysis will be carried out only with the evaluation team members to ensure confidentiality. Data compiled in reporting will be aggregated so that individual responses cannot be traced to specific locations or individuals. Both quantitative and qualitative information will be maintained on evaluation team computers only until the finalization of the report, at which time it will be deleted to further protect individuals from possible identification.

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<sup>90</sup> See ALNAP. Evaluation of Humanitarian Action: Pilot Guide, ODI, 2013:140 for definitions of each type of triangulation.

<sup>91</sup> The data collection tools in Annex 5 describe in more detail the informed consent and confidentiality principles for each data collection exercise.

## 4.4 Limitations and Risks

### 4.4.1 Evaluability Assessment

130. Evaluability is the extent to which any activity or programme can be evaluated in a credible fashion. To a large extent, this evaluability is informed by data availability, reliability, and validity as well as programme logframe and ToC development, or logistical or cultural constraints which may influence evaluation data collection activities.
131. In terms of data availability, documentation exists in terms of assessment and monitoring reports, donor reports, programme documents and logical frameworks as well as policy documents – both UNICEF and national – and normative guidance are also available. UNICEF carried out a programme effectiveness evaluation in 2023 and a public perceptions survey in 2022. The measurement of the CP indicators has been updated within the annual RAM reports, and the available information, when combined with qualitative interviews from the field phase and the briefs with youth, should be sufficient to respond to the evaluation questions. The quality of the pre-existing quantitative data will be assessed against the field visits by the evaluation team, evaluability appears good.
132. Although potential constraints exist for evaluability, the ET believes that the evaluation mandate for a learning-oriented evaluation can be reliably undertaken given the use of the documentation already compiled as well as the use of qualitative interviews with key stakeholders who have both deep and broad familiarity with the programme across multiple contexts. The use of visits to targeted municipalities to highlight key factors for success and the effects of subnational engagements can supplement national level observations.

### 4.4.2 Evaluation Risks

133. Evaluation risks during data collection generally involve bias, access, timing, or security. At the time of the Inception mission, these risks were deemed relatively minimal for field level data collection and can be addressed with minor adjustments.
134. **Security considerations.** There are no specific security risks in Türkiye in general. The situation of the Middle East region is turbulent, which may have implications on the travel should an escalation in the security situation take place.
- a. **Mitigation:** The evaluation is commissioned by UNICEF and will be facilitated by UNICEF for providing connections to implementing partners and beneficiaries. UNICEF has a presence and a good reputation in Türkiye. As such, potential issues of risk to the evaluation team are considered minimal. Further mitigation will be that the evaluation team will employ different types of personnel who are able to operate with less risk. The evaluation team is comprised of three core members including a Turkish consultant who will be supporting in the data collection. The core members include one international expert fluent in Arabic and English – who is familiar with UNICEF programming – both in Türkiye and regionally. The Middle East expert will be allocated to regions where Syrian refugees are concentrated to manage data collection with this target group. The team also comprises a national expert, who strong knowledge of the context and is able to move relatively freely across Türkiye. The national consultant will be able to provide support in the KIs with focal points from line ministries, municipalities and civil society and other Turkish speaking stakeholders. Moreover, should the political situation in the Middle East escalate to a level where travel is not possible, the ET will apply a hybrid approach in the data collection, combining both remote and face to face modalities for the interviews/FGDs. RMT team who are partners of the Konterra Group have strong presence throughout Türkiye and facilitate with allocated in-country researchers to support if needed. Section 5 and [Annex 10](#) provides more details on the team composition. An evaluation manager will support the evaluation team and provide quality assurance.

135. **Changing government:** Due to ongoing structural reforms in some of the governmental ministries (and recent local and national elections); a high staff turnover has been observed in recent years, which does influence availability of institutional memory.
- a. **Mitigation:** The ET is in close coordination with relevant UNICEF staff and implementing partners to ensure that the stakeholders identified for interviews are familiar with UNICEF programming, even if not in current positions.
136. **Response Bias:** Given the particularities and sensitivities embedded in the Türkiye context, there is a potential that evaluation team members will receive biased information or may not be sufficiently aware of potentials for response bias.
- a. **Mitigation:** A series of measures are integrated into the methodological approach to respond to issues of consistency and potential bias. First, the selection of stakeholders to be interviewed will comprise a mix to ensure that the respective voices from each of the stakeholder classes are included in the data. Second, the team has developed standardized interview protocols based on the evaluation questions to ensure that the interviews are consistent and can be easily validated. The protocols will ensure that sex disaggregation is integrated into the questions to respondents, but also in the selection of respondents and in the analysis of responses. Ethnic and geographic diversity will also be considered in the selection of respondents and the analysis of responses.
  - b. The evaluation team itself represents a diverse mix of nationalities, sex, and expertise. Different members of the team will interview different sets of stakeholders in order to limit potential interviewer bias. Data analysis will be done collectively with all evaluation team members to provide triangulated assessments of conclusions and to balance international and national interpretations of the findings. The use of the evaluation matrix will further seek to balance international and national interpretations of findings.
137. **Gender Bias and Gender Integration.** Gender sensitive results of the TP will need to go beyond simply assessing the participation of girls and women in programming but to also understand the degree of consultation and voice. There may also be a potential for responses to be biased depending on the evaluation team members.
- a. **Mitigation:** To mitigate potential gender bias, the selection of stakeholders to be interviewed will always include a range of women, and men to ensure that the respective voices from each of the stakeholder categories – especially at the local level – are included in the data. Where possible, different members of the team will interview different sets of stakeholders in order to limit potential interviewer bias or respondent reticence impeding female responses. For example, female evaluation team members will interview girls or women and as much as possible, especially in municipalities and for the youth programme components.
  - b. The evaluation will apply sex disaggregated analysis and will also assess the extent to which differential needs, priorities, voices and vulnerabilities of women, men, boys, and girls as well as other vulnerable populations<sup>92</sup> have been considered in the TCP design, and implementation of activities. Sources that will be used to do this type of analysis in the TCP requires intentional sampling based on gender sensitivity, assessing sex disaggregated data (where available), controlling for gender or ethnicity influence in analysis of data and developing gender and ethnicity sensitive interview protocols.

#### 4.5 Quality Assurance

138. Quality assurance in evaluation refers to the process by which evaluation standards will be upheld. In this case, UNICEF uses the GEROS system. The quality of the evaluation will be addressed in several ways throughout the process. First, through the application of core GEROS standards; second, through approaches supporting data reliability, consistency, and accuracy; and third through support and oversight provided by KonTerra.

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<sup>92</sup> For example, ethnicity, disability, or hard to reach areas.

139. **Application of GEROS.** The ET will create a checklist using key UNEG/UNICEF (2010) and GEROS standards (2013) for each report produced (i.e. inception report, draft/final report, synthesis presentation). For example, the checklist will help ensure that the report:
- a. Specifies data collection, analysis, and sampling methods.
  - b. Specifies data sources, their rationale for selection and their limitations.
  - c. Describes ethical safeguards undertaken ensure confidentiality, protection of stakeholders'/participants' rights, ensuring informed consent, providing feedback to participant, and shaping/checking the behaviour of the evaluators.
  - d. Incorporates to the extent possible a human right, gender equality and equity approach in the data approach, analysis, and findings.
  - e. Adequately describes the scope and scale of stakeholder consultation.
  - f. Describes the ET limitations and how they were managed.
  - g. Presents findings clearly and based on the evidence provided; this should also include a discussion of unexpected findings.
  - h. Addresses all main questions in the ToR.
140. **Activities to ensure data reliability, consistency, and accuracy.** The methodology as described is designed to support data reliability through mixed methods, diverse stakeholder engagement, and triangulation, including the following:
- a. Drawing information from a diverse range of stakeholders to enhance accuracy and reliability of data.
  - b. Ensuring stakeholders are relevant and represent true key informants.
  - c. Ensuring interview guides focus on interviewees' expected areas of expertise and in the quality of questioning in the key informant interview guides as well as the Youth tracer study survey (for example, ensuring questions are not leading, assumptions are explicit, research biases are mitigated, etc.).
  - d. In addition, the quality of data analysis will be supported through triangulation of results from multiple data sources (document review, key informant interviews disaggregated by stakeholder type, youth tracer study survey and primary data collection via field visits)
141. **KonTerra supervision and expertise.** KonTerra's Director of Evaluation & Organizational Learning, Belen Diaz, assumes primary responsibility for contract quality assurance. She will have responsibility for maintaining an effective working relationship with the evaluation team leader and the other team members. Jane Burke, a member of the KonTerra team and quality assurance specialist, will also provide support as an independent resource. The Director and QA specialist will provide an independent review of all deliverables produced during the course of the contract. KonTerra is ultimately responsible to UNICEF for the quality of the evaluation products and will ensure the quality of data (validity, consistency, and accuracy) throughout. KonTerra will make the necessary amendments at their own expense, to bring the evaluation products to the required quality level in the case of any standards that are not be met by the evaluation team.
142. **Evaluation Reference Group (ERG).** Per the TOR, an Evaluation Reference Group (ERG) composed of key national and regional stakeholders will review and comment on all products, deliverables, and tools to ensure that the evaluation is appropriate, relevant, and useful for the intended objectives. The reference group will also be the primary audience for the exit debriefing presentation conducted at the end of the field phase and the subsequent validation workshop to present preliminary findings and conclusions to inform the design of the next CPD. The ERG will provide immediate feedback on the preliminary findings which the evaluation team will take into consideration in the development of the final evaluation report. The ERG will also review proposed recommendations and provide feedback on feasibility and relevance to the Türkiye context. The final composition of the ERG is at the discretion of UNICEF. UNICEF will coordinate the ERG's inputs throughout the evaluation process and act as the link between the ET and the ERG.

## 5.0 WORK PLAN, TIMELINE AND DELIVERABLES

### 5.1 Team Composition and Responsibilities

143. For this evaluation, KonTerra has organized a three-person team including a Team Leader (TL) with primary oversight and writing responsibilities for the deliverables required by the evaluation. The TL is an expert in evaluation methodology and has extensive team leader experience in the evaluation of UNICEF programmes and projects. The TL will provide overall guidance, coordinate between the team and the Konterra Quality Assurance/evaluation manager, facilitate report revisions, and generally support the overall evaluation and communication processes. Each team member is focusing on a particular programme component in addition to the larger strategic considerations. The full team structure is profiled in Table 7. More detailed descriptions of roles and responsibilities are found in [Annex 10](#). The description of anticipated deliverables and their timing as described in the TOR is found in [Annex 1](#).

**TABLE 7: TEAM COMPOSITION FOR UNICEF TÜRKIYE CP EVALUATION**

Member	Role	Coverage
Terrence Jantzi	Team Leader	Overall coordination and responsibility for report writing. Expertise in youth programming, social protection, and education. Experience in country capacity strengthening frameworks and implementation, policy dialogue and social policy.
Hana Asfour	International Evaluator	Expertise in gender and youth programming, health, education, and child protection.
Saiha Gündoğar	National Evaluator	Expertise in education and social policy. Expert in Türkiye context.

### 5.2 Timeline

144. Per the TOR, the entire evaluation process is projected to cover 24 weeks starting from April 4, 2024, through mid-September with the submission of the final evaluation report and accompanying youth and Roma forward-looking briefs. The process integrates the commenting phase requirements to allow for the evaluation reference group to be able to provide feedback and approval of all evaluation products. Table 8 summarizes the key dates with the full description found in [Annex 2](#).

**TABLE 8: EVALUATION TIMELINE, DELIVERABLES, AND KEY DATES**

Stage	Activity	Dates
<b>Inception (April 2024)</b>	Submit draft inception report (IR)	April 26, 2024
	UNICEF review	April 26-May 10, 2024
	Submit final version of the IR	May 17, 2024
<b>Data Collection (June 2024)</b>	Possible: KIs and FGDs with Youth at Annual Conference <sup>93</sup>	May 30-31, 2024
	Briefing and kick-off at CO	June 3, 2024
	Data Collection – ET	June 3-June 12, 2024
	Data Collection – RMTTeam Municipalities	June 3-June 14, 2024
<b>Analysis and Reporting (July &amp; August 2024)</b>	Exit Briefing by ET with CO	June 14, 2024
	Ongoing Data Analysis	June-July 2024
	Submission of Draft 0 Evaluation Report	July 19, 2024
	UNICEF Review	July 19-August 2, 2024
	Validation Workshop	August 7, 2024
	Youth Engagement Workshop	August 8, 2024
	Resubmission of Draft 1 Evaluation Report	August 16, 2024
	Drafting Finalized Presentation PowerPoint	August 23, 2024
Preparation of Evaluation Briefs (Overall, Adolescents and Climate Change, Roma)	August 30, 2024	

<sup>93</sup> To be confirmed with Country Office and UNICEF.

### 5.3 Data Collection Logistics

145. The data collection phase will take place over two weeks (03 June – 14 June 2024). At the end of the second week, the ET will conduct a debriefing with the CO to share the preliminary findings with UNICEF staff, partners and key stakeholders and will use this session as an opportunity to discuss and validate the results.
146. The evaluation team will convene in Ankara on June 3 to begin the field phase with a kick-off meeting and debriefing with the key CO stakeholders. The main data collection field mission schedule may be adapted depending on further consultation with the Türkiye Office regarding logistical feasibility or availability of stakeholders. The final schedule is projected to be confirmed with the Türkiye office prior to the main field visits in June.
147. The parallel municipality study with RMTeam will be coordinated separately with the ET and relevant UNICEF ADAP focal point and the relevant municipality focal points to ensure that stakeholders are informed in a timely manner. The mission calendar described in [Annex 8](#) is to be used to populate the evaluation schedule and outlines the parameters for scheduling.
148. Based on the stakeholder analysis in [Annex 6](#), the field mission will need to populate their schedule with representatives from all stakeholder classes. The exact programming of each of the interviews and group discussions is dependent on their availability and needs to be elaborated in collaboration with the UNICEF regional focal points and the Türkiye Government authorities.

### 5.4 Support and Information Required

149. This evaluation is managed by the Regional Office and conducted by the Konterra Group. The RO is responsible for overseeing and managing the evaluation and budget. A stakeholder advisory group (Evaluation Reference Group (ERG)) at country level and RO level. UNICEF Regional Evaluation Team will work closely with the Konterra Group under the leadership of the CPE team leader and supported by the senior and national consultants.
150. The Türkiye CO focal point is the first line of contact on behalf of the ERG and UNICEF CO. The RO is responsible for ensuring quality of the evaluation and making sure that it is aligned with the UNEG Norms and Standards and Ethical Guidelines as well as providing. Quality assurance reviewing that the findings and conclusions are appropriate, and recommendations are actionable. The RO will also be responsible for reviewing all major deliverables (including zero draft) after which the review will take place by the ERG and CO.
151. UNICEF – via the focal points – has agreed to provide the evaluation team with the necessary documentation and information for the evaluation, facilitate contacts with local stakeholders, and set up meetings for interviews and group discussions. They have also agreed to help manage the logistics of the interview schedule and provide logistical support during the fieldwork as necessary.
152. Logistical costs are covered by the evaluation team as well as the computer equipment and stationery as required. However, support will be provided by the UNICEF CO in terms of office space and administrative support for the data analysis work at the end of the field phase in Ankara and Gaziantep. UNICEF personnel may accompany the evaluation team during initial visits to municipalities to help provide more triangulated feedback.
153. For the municipal visits by the evaluation team and RMTeam, it would be helpful if UNICEF could facilitate a letter of introduction by UNICEF and by the relevant government authorities explaining the purpose of the field visits so that the local community stakeholders, municipal, and other stakeholders can understand the nature of the exercise and help facilitate the arrangement of interviews, group discussions and visits at the local levels.
154. It may be necessary to prepare additional letters of introduction, if needed, explaining the mission and its objectives. The ET will further need to rely on the support of the ADAP programme and CO focal points to establish first communication and introductions with youth platforms and to put them into contact with the RMTeam enumerators.

## 6.0 ANNEXES

### Annex 1: Terms of Reference

UNICEF Regional Office Evaluation team

Europe and Central Asia Region (ECA)

SHORT TERM INSTITUTIONAL CONSULTANCY

Terms of Reference

Türkiye Country Programme Evaluation

Location:	Türkiye
Object of evaluation:	Türkiye Country Programme (2021-2025)
Time period of evaluation:	End February 2024 – September 2024
Duration:	Six months
Geographic coverage:	Türkiye
Type of evaluation:	Country Programme Evaluation
Date of preparation of TOR:	January 2024

#### JUSTIFICATION/BACKGROUND

##### INTRODUCTION

Country Programme Evaluations (CPEs) in UNICEF play a key role in identifying lessons which can inform the design of the next Country Programme or adjustments to the current Programme and identify opportunities to improve UNICEF’s performance.<sup>1</sup> The CPEs assess (i) the contribution of the Programme of Cooperation to national development results; (ii) UNICEF’s contribution to advancing the Sustainable Development Goals (SDGs); and (iii) UNICEF’s strategic positioning in relation to its child rights mandate. Being strategic evaluations, CPEs are mostly used<sup>2</sup> to inform the direction of Country Programmes (CPs), which are outlined in the country programme documents that are designed and planned every five years, on average. At national level, CPEs may also inform the United Nations Sustainable Development Cooperation Framework (UNSDCF) planning and evaluation processes, and, at regional and global levels, they may inform multi-country evaluations, synthesis and strategic evaluations undertaken to assess and/or document UNICEF’s performance, management decisions and policy and programme development. CPEs in UNICEF align with UNICEF’s 2023 revised Evaluation Policy within which it states that it is a requirement for Country Offices (COs) to commission CPEs, at least, once every two programme cycles, and once per programme cycle, if monitoring information or audit point to a significant shift in the programme context, or a significant increase in the level of risk. To guard independence, CPEs are managed from the Regional Office (RO) level in close collaboration with COs and with final quality assurance undertaken by UNICEF’s Evaluation Office in New York (Table 1).<sup>3</sup>

Table 1. An extract from the revised Evaluation Policy on Country Programme Evaluation

Evaluation	Frequency	Contextual considerations	Management arrangements
Country programme evaluation	Minimum once every two programme cycles. May be conducted earlier if circumstances warrant.	Country programme evaluations feed into the pending country programme document and United Nations Sustainable Development Cooperation Framework (UNSDCF).	Managed by the regional evaluation adviser or the multi-country evaluation specialist.

Source: UNICEF Evaluation Policy (September 2023)

In 2024, ECA Regional Evaluation team will manage country programme evaluations for the country programmes: Armenia, Azerbaijan, Belarus, Bosnia & Herzegovina, Georgia, Kazakhstan, North Macedonia, Türkiye, and, Turkmenistan, which are currently starting a new planning cycle and preparing for their country programme document.

For Türkiye CO, ECARO Evaluation Section will manage the evaluation in close coordination with the UNICEF Türkiye CO's Planning, Monitoring and Evaluation (PME) section to ensure ownership and use.

## CONTEXT TURKIYE

Türkiye is the 19th largest economy in the world<sup>1</sup> with a population of around 85 million.<sup>2</sup> The resident child population stood at 22.58 million (26.5% of the total) in 2022.<sup>3</sup> Türkiye hosts about 3.9 million refugees, including 3.2 million Syrians under temporary protection, at the end of 2023.<sup>4</sup> Of these, 49.6% are estimated to be in the 0-18 age group.<sup>5</sup>

Türkiye's young people between the ages of 15-24, made up of 15.3% (12.9 million) of the population in 2021.<sup>6</sup> The percentage is ahead of the EU average of 10.6%. The high number of young population group call for active engagement on issues that impact their wellbeing and adequate representation in policy formulation processes, social cohesion programmes including in the **development of comprehensive climate action plans**.

On 6 February 2023, two major earthquakes with magnitudes 7.7 and 7.6 struck southeastern Türkiye, impacting 15.6 million people, including 1.8 million refugees, in 11 provinces. As of November 2023, 7.9 million people, including 3.2 million children, remained in need of humanitarian assistance.<sup>7</sup> The earthquakes destroyed 518,000 individual housing units,<sup>8</sup> forcing more than 2 million people to seek shelter in formal or informal settlements. Seven months into the response, 181,264 households were reportedly still living in temporary sites in the four most affected provinces (Adıyaman, Hatay, Kahramanmaraş and Malatya).<sup>9</sup> The earthquake exacerbate the existing macro- financial situation with an estimated direct loss of \$34.2 billion.<sup>10</sup> Access to essential services remain a challenge for the affected children and families. As of August 2023, a significant number of children in earthquake-affected areas had still not returned to school.<sup>11</sup> The earthquake disrupted access to education for nearly 4 million children,

<sup>1</sup> <https://www.worldbank.org/en/country/turkey/overview>

<sup>2</sup> <https://data.tuik.gov.tr/Bulten/Index?p=The-Results-of-Address-Based-Population-Registration-System-2022-49685&dil=2>

<sup>3</sup> <https://data.tuik.gov.tr/Bulten/Index?p=Statistics-on-Child-2022-49674&dil=2>

<sup>4</sup> <https://en.goc.gov.tr/temporary-protection27>

<sup>5</sup> <https://en.goc.gov.tr/temporary-protection27>, as of 11.02.2024

<sup>6</sup> <https://data.tuik.gov.tr/>

<sup>7</sup> <https://data2.unhcr.org/en/documents/details/103608>

<sup>8</sup> <https://reliefweb.int/report/turkiye/turkiye-earthquakes-recovery-and-reconstruction-assessment?qclid=EAAlQobChMI9- b1zfW5gQMVItoCR2MTgBaEAAYAiAAEgLOTvD BwE March 2023>

<sup>9</sup> UN OCHA, Humanitarian Transition Overview. Provincial data is not available

<sup>10</sup> <https://www.worldbank.org/en/country/turkey/overview>, accessed on 19.01.2024

<sup>11</sup> UNHCR, Protection Sector: Post-earthquake inter-agency needs assessment

including more than 350,000 refugee children.<sup>12</sup> Access to adequate water and sanitation, access to information on available services, access to social protection schemes as well as access to psychosocial support services (PSS) remain the key humanitarian needs in informal sites. Limited support for people with disabilities as well as increased risks of violence, including gender-based violence (GBV) is also a key concern.

Türkiye held presidential and parliamentary elections in May 2023. This led to subsequent changes in key government postings, which led to UNICEF having to re-establish relations with key government counterparts. In 2023, the 12th Development Plan of Türkiye (2024-2028) was also adopted.

Türkiye's GDP growth rate by the third quarter of 2023 was 3.9%, low compared to the 2022 5.5% and 11.4% in 2021.<sup>13</sup> The inflation rate continued to remain high in 2023 at 64.77%<sup>14</sup> affecting the purchasing power. The at-risk-of-poverty rate was 21.6% in 2022.<sup>15</sup> The monetary poverty rate continues affecting children with the child poverty rate slightly increasing from 32.6% in 2021 to 32.7 in 2022.<sup>16</sup>

Türkiye hosts 0.5 to 2.5 million Roma population of the estimated 10 to 12 million living in Europe.<sup>17</sup> As in other countries, in Türkiye's region, children and young people from Roma communities are known to live in difficult conditions and to face especially high barriers - ranging from discrimination to lack of role models, in accessing their rights and fulfilling their potentials. These conditions have serious implications for Roma children and young people. They may be at extra risk of missing out on birth registration, timely school enrolment, immunization, or basic health care. The participation of many Roma children in education, for instance, is observed to be low, early marriage for both girls and boys also occurs among the Roma.<sup>18</sup>

## OBJECT OF THE EVALUATION

The object of evaluation will be the implementation of UNICEF Türkiye Country Programme (CP) for a period at least three and half years (2021-2024) or longer to ensure that outcome-level results are captured in the countries covered. The Türkiye CP is UNICEF's contribution to the realization of the rights of every child, especially the most disadvantaged or vulnerable in Türkiye. The CP reflects the long-term vision of UNICEF to reach out results at scale. UNICEF's CPs are implemented through change strategies (as outlined in the Strategic Plan and adapted by the CO), which adapt over time to meet the target population's needs.

The objective of the CP is to accelerate progress towards the realization of the rights of all. Aligned with the Convention on Rights of the Child (CRC), the Convention on Eliminations of all Forms of Discrimination Against Women (CEDAW) and reflecting a human rights-based approach, the CP is defined by a strong sector-based approach and an emphasis on up-stream systems strengthening. The primary documents that frame the CP are the Country Programme Document (CPD) and the Country Programme Action Plan (CPAP) both of which align with key national policy and strategic documents including but not limited to: National Plan of Action to Implement concluding Observation of the UN CRC; National Strategies and Programmes. Given that CPDs are developed together with the host governments and other partners, there are many stakeholders involved in the implementation of the CPs. While governments have primary

<sup>12</sup> ibid

<sup>13</sup> <https://data.tuik.gov.tr/Bulten/Index?p=Quarterly-Gross-Domestic-Product-Quarter-III:-July-September,-2023-49663&dil=2>

<sup>14</sup> <https://data.tuik.gov.tr/Bulten/Index?p=Consumer-Price-Index-December-2023-49657&dil=2>

<sup>15</sup> <https://data.tuik.gov.tr/Bulten/Index?p=Poverty-and-Living-Conditions-Statistics-2022-49746&dil=2>

<sup>16</sup> <https://data.tuik.gov.tr/Bulten/Index?p=Poverty-and-Living-Conditions-Statistics-2022-49746&dil=2>

<sup>17</sup> European Commission, The Situation of Roma in an Enlarged Europe, Directorate General for Employment and Social Affairs, Brussels, 2004

<sup>18</sup> Situation of children and young people in Türkiye,2012

responsibility for the administration of national development processes and programmes, civil society plays an essential role, particularly in implementation.

The current CPD indicative budget is outlined in Table 2.

*Table 2. Current CPD components of the nine CPE countries and Indicative budget*

	Current CPD components	Indicative Budget as in the latest CPD <sup>3</sup> (In thousands of US dollars)	Total
Türkiye	Early childhood care, including health, nutrition, early childhood development, early education, and protection	1,460 (RR) + 37,400 (OR)	4,295 (RR) + 110,000 (OR) = 114,295 (Total)
	Inclusive and quality education	1,460 (RR) + 37,400 (OR)	
	Social protection	1,031 (RR) + 26,400 (OR)	
	Enhancing child rights monitoring	215 (RR) + 5,500 (OR)	
	Programme effectiveness	129 (RR) + 3,300 (OR)	

The main components are implemented through programme and project activities throughout the countries with special focus on some of the geographical areas and demographic groups. To deliver the Government-led earthquake response effectively and efficiently, UNICEF expanded its partnerships, from national level with line ministries to especially with the municipalities.

The current assignment will start in end of February 2024 – a year before the completion of the current CPD. The timing is important in order to ensure that its results feed into the design of the new CPD. Evidence generation activities including the CPE CEP is expected to be finalized June 2024 to be an input for the development of Theory of Change (TOC) of the forthcoming CPD. Preliminary finding of this CPE will directly feed into these efforts.

#### EVALUATION CONTEXT

A [Programme Review](#) (PR) was conducted in Türkiye at the end of 2022. PRs are an internal exercise to support adaptive programming, and result in refined TOCs based on emerging evidence, changes in context, and progress toward results thus far. PRs should be considered an input to the evidence base of the evaluation and utilized in the assessment of the CP.

The CPEs will benefit from, and are intended to, complement the analysis of the [Gender Programmatic Reviews](#) (GPRs). The GPR process helps COs identify strategic areas to introduce new and/or strengthen existing gender-responsive programming and provides programme- and operational- related recommendations for the CO to implement. Türkiye has one scheduled for 2024.

In parallel, UNICEF is conducting an evaluation of the UNICEF response to the 2023 earthquake in Türkiye and Syria. This exercise is being led by UNICEF Evaluation Office, in cooperation with the Türkiye and Syria COs. To the extent possible, the CPE should be scoped to not duplicate the areas of inquiry of the emergency response evaluation, as well as utilize any emerging evidence for the evaluation, if relevant, for the findings of the CPE.

## OBJECTIVES, PURPOSE, AND EXPECTED RESULTS

### RATIONALE, PURPOSE, AND USE OF EVALUATION

**Rationale:** The key rationale for conducting the CPE and doing so at this stage of the CP cycle is defined in UNICEF's 2023 Evaluation Policy. According to the Policy, it is a requirement for COs to commission CPEs, at least once every two programme cycles. Consequently, CPEs are included in the Costed Evaluation Plans (CEPs) with a view to them feeding into the development of new CPDs for the next five years. The CPE is an important priority to conduct in this programme cycle and agreed on the proposal of this ToR as a strategic point of reflection and external view to design and plan for their next CPD.

CPEs have become an integral part of Country Programme management and play a learning function to ensure that CO staff address strategic-level issues. The CPE process itself is unique in bringing together the entire CO, RO, donor community in the country, Government, and target populations, including young people. Therefore, CPEs are instrumental in facilitating strategic reflection on how to best prioritize UNICEF efforts in each country and in the region, as a whole, to deliver results for children.

The common purposes of the Country Programme Evaluation are to:

- Strengthen accountability of UNICEF to national stakeholders by providing an independent assessment of how selected strategies and UNICEF's positioning have contributed to the results for children by specified outcome areas, especially for the most vulnerable;
- Foster organizational learning about what works and does not work, especially in areas where the country programme has taken a leadership position within the country context setting and needs of the most vulnerable;
- Inform programme design and support managerial decision-taking at country office level in preparation of the next the country programme;
- Draw lessons from the previous CPD implementation in order to make the best use of UNICEF's
- change strategies in each country and in the region, while considering current circumstances;
- Recommendations are to be provided which must be specific enough that necessary actions can be determined in response.

Use: The evaluation may be used by a broad range of stakeholders of which some have a direct stake in the evaluation because they are involved in implementation of the CP or programmatic frameworks, plans, or strategies towards which the CP contributes. These stakeholders are referred to as Primary Stakeholders. Other stakeholders, i.e., Secondary Stakeholders, refer to rights holders and duty bearers who benefit from the contributions of the CP, and organizations with which UNICEF does not have any formal partnership but that work with similar programmes and on child rights issues for which lessons and good practices drawn from the CPE may be relevant. Primary stakeholders include but may not limited to: State/Government Bodies. UNICEF's main Government partners that UNICEF collaborates with relevant state bodies on the coordination and detailed contents of each CP component in Türkiye. The line ministries , other state agencies and municipalities may include Prime Minister's Office; Presidency of Strategy and Budget (PSB); Ministry of Health; Ministry of Family and Social Services (MoFSS); Ministry of National Education (MoNE); Ministry of Internal Affairs; Ministry of Justice; Ministry of Youth and Sport

(MoYS); Ministry of Labour and Social Security; Presidency of Migration Management (PMM); Turkish Employment Agency (İŞKUR); Pre-school and School Education, Teacher Training, Family Support; General Prosecutor's Office; Judges Training Institute, Supreme Court; Committee on Youth Affairs and Sport, etc. The government stakeholders will use the findings of the CPEs for helping UNICEF design new CPDs. Civil Society Organizations (CSOs). UNICEF Türkiye CO collaborates with CSOs, as implementing partners and in relation to piloting of CP activities. CSOs are key the main vehicle in implementing the CPDs and will undoubtedly use the findings in their direct work to improve the services they provide and ensure that the voice of children is heard.

The academia. Through the CP implementation period, UNICEF CO collaborates with a range of academic institutions. Academia will use the findings of CPEs to inform their evidence generation activities.

Donors. UNICEF's multilateral and bilateral donors – without which the CP would not be possible – have a direct stake in the evaluation findings as these will account for UNICEF's performance. Donors will use the findings of CPEs for learning purposes and informing their own programming.

UN agencies and international finance institutions. The UN system comprises of UN agencies resident in country and contributing from abroad.<sup>19</sup> The current UNSDCF involved inputs from the WHO the UNDP; the UNFPA; the UNODC; the UNAIDS; the UNESCO; the ILO; the FAO; the UN Women. In addition, UNICEF partners with Bi-lateral donors (USAID, DFID, SIDA, among others), the World Bank, and other IFIs. Similar to UN partners will use the findings of the CPEs for learning purposes and informing their own programming.

Private sector. UNICEF engages with the private sector to support its implementation of interventions, advocacy for children's rights and for resource mobilization. Türkiye's Business Advisory Board is a board of private sectors formed to accelerate the realization of rights for children and young people. Board members consists of but not limited to AB Holding-Torku, CarrefourSA, DELL, Doğan Holding, E s a s Holding, Endeavor Türkiye, Garanti BBVA, Microsoft, Sabancı Holding, SAP, Turkcell, TUSIAD and Unilever. The private sector may use the findings of the CPE for learning and to inform future strategic partnerships. UNICEF stakeholders. Finally, stakeholders inside UNICEF who have a particular interest in the CPE include Staff in UNICEF CO; the Regional Office for Europe and Central Asia (ECARO), and senior management in UNICEF who can draw upon the evaluation findings for regional and corporate learning and accountability purposes.

## OBJECTIVE OF THE EVALUATION

The overall aim of the CPE is to assess how well the CP – in terms of the application of strategies and implementation – have contributed to the achievement of UNICEF's strategic goals and outcomes as well as strategically positioned UNICEF within the country context and among national partners. Strategic positioning refers to UNICEF's ability, through its country programme, to positively influence national agendas, leverage relationships, operate in areas of comparative strengths, and take up a leadership role to advance its strategic goals and children's rights in the country and mandate. This means

<sup>19</sup> Resident: UNDP, UNICEF, WFP, FAO, WHO, UNHCR, IOM, UNODC, UNFPA; Non-resident: ILO, UNAIDS, OHCHR, UN Women, UNOPS, UNESCO, UNECE; Regional Center: UNRCCA; Coordination mechanisms to support UN RC: OCHA, DSS.

interrogating key stakeholders working on programmatic outcomes and assessing UNICEF’s ability to develop and implement programme strategies vis-à-vis its strategic position that are most appropriate in the country context to advance strategic goals and its mandate. The incorporation of external perspective is key and complementary to Programme Review (PR), country inputs in the Report Assessment Matrix (RAM), Country Strategic Indicators (CSI), Country Annual Reports (COAR), and Programme Reviews that are internal processes for the organization, giving the opportunity to the external evaluators to do a reality check of UNICEF’s own reporting and perception.

Aligned with corporate policy requirements, this formative CPE will serve both accountability and learning purposes as mentioned above. The CPE will look back and assess the relevance, coherence and effectiveness achieved throughout implementation of the CPs to identify good practices and draw lessons and forward-looking recommendations that can inform the 2026-31 CP planning process, which will commence in June 2024. The CPE has three objectives, which are to:

Provide an independent assessment of the strategies adopted by the country programme with regards to outcome areas, and how well these have contributed to the achievement of CP expected results;  
Provide an assessment of UNICEF's positioning within the Government, national partners, and the private sector, given its ability to respond to national and sub-national needs; and,  
Conduct a deep dive analysis into major emerging areas in the country to inform future programming: (i) Adolescents and Climate Change, and (ii) programming targeting the Roma community.

Draw lessons at least from the CPD 2021-25 implementation in order to make the best use of UNICEF’s change strategies, and in the region as a whole, while considering current circumstances.

Drawing on this evidence, the CPEs should identify a set of forward-looking and actionable recommendations for the next programme cycle.<sup>20</sup>

## DESCRIPTION OF THE ASSIGNMENT

### SCOPE OF THE EVALUATION

Programmatic coverage: The evaluation will look at the country programme as a whole, and identify evaluation needs to consider specific country programme result areas as well as a cross-sectoral perspective. During the evaluation scoping/inception phase, specific areas of strategic interest will be identified and considered to be added as potential evaluation sub-questions. This will allow contextualization for the CPE and better align with the primary users of the evaluation. Evidence and recommendations about these issues are of relevance for the strategic direction, management, and positioning of the new country programmes (for each of the nine countries) and should complement the Programme Review and existing evaluation evidence.

The CPE will look at the strategic positioning of UNICEF in terms of our work on strengthening government systems – whether in development or humanitarian settings, and in doing so – how our approach is

<sup>20</sup> Considering the current circumstances and variables that keep changing overtime, the evaluation exercise will include recommendations that can be applicable in the uncertain and changing context towards the design and implementation of the next CPD.

ensuring the development-humanitarian nexus. This speaks to UNICEF's comparative advantage and relevance. Thusly, system strengthening is a priority implementation strategy that should be interrogated more in-depth as part of the responding to the evaluation questions. This focus and corresponding programmatic coverage area are included in Table 3.

Additionally, a forward-looking analysis that should deep dive into the issues around youth and climate change and Roma population should be given emphasis in the evaluation. Roma children and young people, face multiple barriers in accessing their rights, despite efforts to address their special needs in the health, education, and social services sectors. In addition to better services and physical environments, there is a need to change social norms and attitudes concerning the rights and potentials of Roma children and young people, children and young people affected by political violence, and migrants and asylum seekers. Despite the effort, few policies have been devised or activities by UNICEF carried out to ensure the rights and well-being of these children and young people. This should be captured within the evaluation and separate Evaluation Briefs. If appropriate, evaluation recommendations could target these priority focus areas.

Geographic and temporal scope: The principal focus will be on the present country programme from 2021 to present. Information pre-dating this period should be considered insofar as it illuminates issues in the current programme and current result areas.

The evaluation's scope will be national with emphasis at the subnational level for partnership work with municipalities. UNICEF Türkiye accelerated the leveraging of resources and partnerships with municipalities and the private sector. The overarching strategy is to strengthen the partnerships with the Municipalities, CSOs, and NGOs on system strengthening for better provision of essential, integrated social services.

## EVALUATION QUESTIONS

The evaluation questions are formulated as per [OECD-DAC evaluation criteria](#) with some adjustment to UNICEF's change strategies and will explore relevance, effectiveness, efficiency, sustainability, and coherence per UNICEF's guidance on Country Programme Evaluations. Additional cross-cutting issues such as relevant human rights, including child rights, equity and gender equality are also examined as part of CPE. *It is expected that the evaluation team will finetune and narrow the overall evaluation questions during the Inception Phase.*

### Relevance

- To what extent is UNICEF responding to the (changing) needs of the most vulnerable throughout programme implementation, including its humanitarian-development nexus work?
  - How has UNICEF determined their ability to respond to the needs of the most vulnerable vis-à-vis other stakeholders? Are there any needs that are not prioritized by UNICEF that have been identified and responded by other stakeholders?
  - To what extent has UNICEF's positioning in the country and implementation strategies enabled itself to respond to those needs?
  - What are the comparative advantages of UNICEF in the identification, advocacy, and programmatic work in relation to other actors in the country? Are these strengths a result of UNICEF institutional features or are they specific to the Country Office?
- To what extent has UNICEF been able to respond to the shifts caused by external shocks, crises, or major socio-economic and political changes? What enabled/restricted UNICEF to adapt to those shocks?

### Efficiency

- Are UNICEF's resources enabling the best delivery of the country programme as per identified priorities?

- What is taken into consideration to identify the most cost-effective strategies? To what extent is UNICEF positioning in the country taken into consideration to identify those strategies?
- Has UNICEF introduced innovative efficiency measures to enable it to be more effective? Which ones and how?
- To what extent were the financial resources allocated in alignment to the defined priorities? Are available financial resources (RR, OR) affecting strategic allocation of the resources to priorities and programme implementation and the humanitarian-development nexus work?

#### Effectiveness

- To what extent is UNICEF through its strategies, operations, partnerships, and advocacy managing to effectively contribute to results for children's well-being?
  - What external and internal enabling/restrictive factors affected its contribution? How UNICEF's
  - positioning enable/restricted itself to deliver results?
  - To what extent has UNICEF positioned itself among the most influencing stakeholder to achieve results for children? To what extent has UNICEF positioned itself to contribute to policy change?
  - To what extent has UNICEF positioning in the general public, CSOs, and private sector enabled the delivery of results for children?
- To what extent is UNICEF successfully introducing and implementing innovative models to be delivered at scale through national systems? How? What is enabling/restricting the introduction and implementation of these innovative interventions?

#### Sustainability

- To what extent does UNICEF manage to ensure sustained political, financial, and institutional commitment in priority areas within the most influential stakeholders?
  - To what extent has UNICEF leveraged its positioning to successfully influence sustained public expenditure in prioritized areas?
  - To what extent has UNICEF built strategic partnerships (technical and advocacy) to ensure sustained results of UNICEF's supported national programmes and policies? To what extent have results achieved contributed to system building and strengthening at sub-national level (provinces and municipalities)?
  - To what extent is UNICEF able to partner with key stakeholders or influence them to ensure that innovative models are properly resourced over time to be scaled up in the country?
- Has the integration of humanitarian and development aspects under one plan resulted in a more integrated approach and made the transition from humanitarian to development interventions easier?

#### Coherence

- To what extent do UNICEF's results fit with the national government priorities at the central and decentralized level?
- To what extent was the Türkiye Country Programme (2021-2025) aligned with the 11th National Development Plan and sector development plans given the country, priorities, and needs?
- To what extent other stakeholders, including UN Agencies, IFIs, INGOs, CSOs, and other development partners supported or undermined UNICEF's action in the country?
- To what extent has advocacy and programmatic work triggered synergies, complementarities with other stakeholders to support UNICEF advocacy and programmatic work?

Gender and equity integration will be responded through a cross cutting lens and specifically respond to two overarching questions:

- To what extent are gender and equity integrated in the implementation of UNICEF actions?
- How well is UNICEF leveraging its position to promote gender and/or equity in evidence generation, policies, and programming?

## APPROACH AND METHODOLOGY

The approach and methodology presented is guided by the UNICEF's revised Evaluation Policy,<sup>22</sup> the Evaluation Norms and Standards of the United Nations Evaluation Group (UNEG),<sup>23</sup> UNICEF Procedure for Ethical Standards in Research, Evaluations and Data Collection and Analysis<sup>24</sup> and UNICEF's reporting standards. The proposed approach presents a way forward to design and implement the planned nine country programme evaluations to be implemented in 2024.

The CPEs will take the following general approach:

Allow for **maximum ownership by CO staff**, while ensuring independence of the exercise. Strike a balance between CO ownership and the evaluation arrangements allowing some standardization of the aspects of the purpose, scope, evaluation questions, an overall methodology and team composition with a certain degree of individualization to meet the varying interests of the CO.

Independence of the evaluative exercise by having a self-standing process whenever possible to ensure that data sources are reliable and transparent.

Place the **least possible burden on UNICEF staff**. Maximize the use of internal and external data, ongoing and recent evaluations, Programme Reviews, and other related evidence generation, with a view to reducing duplication (as well as evaluative burden) and to deepening the available data set.

Align to CP planning processes, in coordination with the Planning team, to ensure the evaluation feeds into the overall CPD design and process.

Engage country, sub-regional and regional key partners throughout the evaluation process.

Ensure that current context and forward-looking analyses are formulated based on information and evidence available for forward-looking recommendations and way forward.

The **evaluation conceptual framework and overall methodology will be agreed upon by the evaluation manager, and the evaluation team**. It will be based on the questions, what additional interests the CO have, and whether various attributes of UNICEF CPs and evaluation process make it feasible to use different methods.<sup>25</sup> Taken these considerations into account, the overall evaluative framework proposes a Theory-based Evaluation (TBE) with mixed quantitative and qualitative data collection methods and analysis techniques.

The Regional Office team proposes to work in phases to ensure the application of the above approach. Whenever possible, the evaluation management will apply a process with 4 components which can be applied or not depending on the specific context:

Component 1: Data Architecture of UNICEF sources. Understanding UNICEF's views is key to identify the approach applied by the organization, the available corporate tools the CO have and use (planning processes, fundraising mechanisms, partnerships, donors, innovation, human resources, etc.). This self-standing product will be at the core of the inputs for the evaluators. This component is about analysing both UNICEF and non-UNICEF documents that are relevant to the evaluation questions. Document review

<sup>22</sup> UNICEF 2018 Evaluation Policy <https://undocs.org/E/ICEF/2018/14>

<sup>23</sup> UNEG Norms: <http://www.uneval.org/document/detail/21>, UNEG Standards: <http://www.uneval.org/document/detail/22>

<sup>24</sup> [https://www.unicef.org/supply/files/ATTACHMENT\\_IV-UNICEF\\_Procedure\\_for\\_Ethical\\_Standards.PDF](https://www.unicef.org/supply/files/ATTACHMENT_IV-UNICEF_Procedure_for_Ethical_Standards.PDF)

<sup>25</sup> Possible applications of: Befani, B. & O'Donnell, M. (2016) Choosing Appropriate Evaluation Methods: A Tool for Assessment and Selection.

is not to be considered as a mere informative exercise during the inception phase but as a core method to contribute to answering the evaluation questions. For this component, UNICEF will provide data from its administrative information systems, including communication data, that are used for planning, monitoring, reporting and performance management. These can be used to map and analyse achievement of results, implementation of activities, budget allocation and expenditures, partnerships, and gender integration. This data can be particularly valuable to map out and analyse partnerships across the programme period and programmes. Gender marking and tagging of outputs, activities and expenditure is also happening, which can help address the gender evaluation questions. The access, usefulness, and comparability over time of such data needs to be assessed during the inception phase. To support this process and handle the significant amount of internal data (including SitAns, CPD, VISION data, HR databases, Insight, RAM, COARS, GAP, donor reports, financial reports, comms reports, HAC, SitReps, HPDs, PDs, HPM, etc.).

Component 2: Network analysis. Understanding UNICEF's strategic position in country is the crux to interrogation within this evaluation. As such, the analytical framework applied in the evaluation will need to link UNICEF's strategic position to results. To assess its position, the evaluation management proposes to apply social network analysis to better understand the role of UNICEF in the complex institutional landscape. Specific focus areas for analysis will be determined during the inception phase in consultation and agreement with the Country Office.

Component 3: Public perceptions. Consultations with country public needs to be foreseen in order to represent a local perspective of the relevance, efficiency, effectiveness, sustainability, coherence, and equity of programme delivery. This perspective can be valuable to better understand, among others, how well the programming is operationalized at local level across different programmes and contexts; how convergent programming and equitable access to services are experienced locally. This perception is particularly important when programmes are being delivered through government systems. The information will be giving an indication of how the right holders perspective in relation to UNICEF-supported national programmes. The audience for such a survey and/or data collection will be agreed upon during the evaluation's inception phase. This can be complemented or done by/through social media analysis in specific areas, when applicable. Ethical procedures as per UNICEF guidelines will be systematically applied.

Component 4: Contextualization, data collection, analysis, and reporting. Evaluation experts will use the above components, when applied. The proposed methodology should reflect a human rights-based and equity-focused approach with data as applicable, and it should pay diligent attention to ethical issues. This component will be implemented by an evaluation team that can bring the above two components together, in addition to the additional data collection, and the analysis of the context and additional key informant interviews that could provide information required.

The evaluation experts will be required to propose an integrated analytical plan that will use the other components together with additional data collection plans, and desk review of the context of the country- which will complement all other data sources.

As adolescent participation is a key component of the programme, the CPE should also seek to ensure participation throughout the evaluation process. Proposed methodology and process should consider this element.

The methodology must also pay attention to evaluation design, tools to be used, and analytic approaches to be employed to make sense of the data. Bidders should propose how gender and equity can be integrated across the evaluation.

## CPE PROCESS

The following phases will be part of the Country Programme Evaluation:

### *Inception Phase*

**Desk Review:** The evaluation team will use Component 1 to understand the UNICEF evidence, self-reported results, financial and human resources data, and internal documentation. Additional analysis of country context will need to be undertaken coupled with identification of key informant interviews that will need to be conducted. An electronic library will be available as backup of Component 1 comprising relevant documentation. In addition, contextual information about the country will be updated on an ongoing basis during the evaluation process. It is important that the evaluation team develops a framework for the desk review including the secondary data collection.

**Initial Briefings:** In addition to the desk review, brief introductory skype interviews with staff from UNICEF's Regional Office and the CO will inform the detailed planning of the evaluation methodology. The evaluation team will also engage with the consultants doing the network analysis (when available) to support the development of the overall evaluation framework and data collection tools. Once the initial desk review is completed, there will be a joint and separate call(s) with wider CPE stakeholders to introduce the evaluation and the team to the entire CO staff and key evaluation stakeholders, including members of a national Evaluation Reference Group (ERG) established as a sounding board for the evaluation to foster transparency and participation and to review key evaluation deliverables.

**An Inception Report (IR)** An inception report will be submitted that demonstrates impartiality, and that aligns with UNICEF's quality standards<sup>26</sup>. The IR will be subject to quality assurance, a review conducted by internal evaluation stakeholders and the ERG, an ethical review – should proposed data gathering involve vulnerable groups, sensitive subjects and/or use of confidential data – and, finally, quality assurance by ECARO that requires a satisfactory rating for the field mission to proceed and be considered an acceptable product<sup>27</sup>. The approval of the IR marks the completion of the Inception Phase.

Based on the desk review, the IR will provide a contextual description and focus; justifications of proposed changes to the evaluation ToRs; and a detailed methodology (including sampling strategies for all primary data collection activities; and analytical evaluative methods at the country and regional level, a clear framework for bringing together this different data inputs to respond to the evaluation questions); refined theoretical framework; a description of the quality assurance mechanism of the evaluation team. The IR will also outline evaluation team strategies for management of data gaps, or data reliability issues, and it will include ethical considerations relating to primary data generation and use, as per UNICEF guidelines. Attached to the IR will be an evaluation matrix outlining evaluation questions, sub-questions, judgement criteria/indicators, data sources and instruments/methods; the Theory of Change; a work plan with a timeline; and an overview of the division of labour between the evaluation team members. IR could add the evaluation team's assumptions of "ideal evidence" to test their theories/hypotheses of what evidence

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<sup>26</sup> Please refer to Annex D

<sup>27</sup> For details on UNICEF's external quality assurance review, please refer to Annex D

would conclusively prove (or strengthen considerably) and what evidence would conclusively disprove (or weaken considerably) their theories.

#### *Data Collection and Analysis Phase*

Following the inception phase, the evaluation will conduct:

Hybrid (remote and in-person) data collection of in-country data collection of Key Informant Interviews (dependent on the inception report) for a maximum two-week period (when visiting the country). **It is estimated to cover roughly 40 interviewees per country.** Key informant interviews to include stakeholders (regional, national, sub-national), including donors, government partners, private sector, civil society organizations, etc. National consultants hired in each country will be the primary vehicle for data collection, analysis and in-country validation and do so in-person (led by the Evaluation Team). Component 1 will be used to understand UNICEF self-reporting and will provide the data warehouse to analyse existing UNICEF evidence, including, but not limited to: RAM, VISION, HR, Comms, CPD, financial data.

Component 2 (when available) will be used to understand the network landscape of children's issues in the country. This analysis will be available during this phase.

Component 3, depending on budget will be focused on 1-2 main sectors and will be reaching out to counterparts on the ground/and or beneficiaries.

Under the **evaluation framework developed as a part of the inception report, the evaluation team is expected to systematically synthesize all incoming data in response to the agreed upon evaluation questions. It is expected that the evaluation team will prepare and deliver a presentation of Preliminary Findings before major report writing.** The presentation on Preliminary Findings will be crucial to feed into the new CPD planning process and is expected around end May.

#### *Report Drafting Phase*

Evaluation report (ER): The evaluation team will prepare a draft evaluation report that will be subject to a review undertaken by CO staff, members of the ERG and the evaluation manager; an external quality assurance that requires a satisfactory rating. Following the first review of the draft report and the initial quality assurance, the evaluation team will incorporate the comments provided as appropriate and prepare a final report. Approval of the ER as a product will be subject to quality assurance by the ECARO evaluation team. Once a final draft report has been approved, the evaluation Team Leader together with the national consultants will present the evaluation findings and recommendations to each CO staff, the ERG and, if relevant, other national stakeholders. The Team Leader will, furthermore, present the evaluation findings to relevant stakeholders from UNICEF's RO and, if required, selected headquarter staff. The regional report as well as each of the four country offices reports will comply with UNICEF's reporting standards and be no longer than 40-60 pages excluding annexes, each. Upon completions of the evaluation report, it will be rated in UNICEF's Global Evaluation and Research Oversight System (GEROS)<sup>28</sup>, and it will be published on UNICEF's global website.

Country Evaluation Report and Briefs: This assignment includes a Country Evaluation Report and two briefs, one on climate change and other one on Roma population of 3-5 pages. The evaluation team is

<sup>28</sup> [https://www.unicef.org/evaldatabase/index\\_GEROS.html](https://www.unicef.org/evaldatabase/index_GEROS.html)

also expected to prepare a 4-5 page Evaluation Brief that will be used for external communication purposes with high level authorities.

## LIMITATIONS

Potential limitations include:

Some components might not be feasible in some restricted contexts.

Lack of systematic documentation of the design and implementation of some programme interventions may limit the evaluation.

Due to ongoing structural reforms in some of the governments, a high staff turnover has been observed in recent years, which does influence availability of institutional memory.

Not all key informants might be available or reachable at the time of evaluation.

## ETHICAL CONSIDERATIONS

Considering UNICEF's strategic agenda to harness innovation and deepen and widen the evidence base to drive and sustain global progress towards the realization of children's rights, ensuring ethical conduct in evidence generation is imperative. This is necessary both in its own right and as a significant contributor to ensuring quality and accountability in the evidence generation process, especially when it involves children. The evaluation team remain in strict adherence with UNEG ethical guidelines and code of conduct. The team leader will be in charge of leading the entire process and be responsible for timely and quality deliverables of the entire process as well as of the evaluation outputs.

Evaluation methodology should be based on UNEG Ethical considerations and respond to UNEG ethical guidance to evaluation as guiding principle to ensure quality of evaluation process (<http://www.uneval.org/search/index.jsp?q=ETHICAL+GUIDELINES>) as well as on Standard Operations Procedures (SOP) for Quality Assurance and Ethical Standards in UNICEF-supported Research, Studies and Evaluations (RSEs) towards Measurable Results for Children in the CEE/CIS Region and UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis. UNICEF will use its existing LTA for external ethical approval to get a clearance.

Evaluation team members should identify any potential ethical issues and approaches, as well as the processes for ethical review and oversight of the evaluation process in their proposal. At this stage, it is not anticipated that CPE will engage children under 18 and other vulnerable groups of the population in data collection. However, should bidders propose otherwise, IR will be subject to ethical approvals.

## EXPECTED DELIVERABLES

### WORKPLAN AND TIMELINE

A tentative time frame for the evaluation is provided below. The evaluation is expected to be completed within six months upon signing the contract.<sup>29</sup> This might be subject to change depending on the prevailing situation on ground at the time of the evaluation.

### FINAL DELIVERABLES

The Evaluation Team is responsible to submit the following Deliverables.

Inception Report in English. Electronic version to be submitted within three months after signing a contract and initial briefing with the Evaluation Manager. This report should be 30 to 35 pages in length

<sup>30</sup> This is only the duration of the evaluation i.e. total calendar days. The total number of person days should be proposed by the bidder to fulfil the requirements of the ToR and duration of the project.

and should be in line with UN standards for IRs. The IR should outline detailed scope, evaluation framework; methodology; sampling, field visit timing and modality, data collection methods, timeline for activities and submission of deliverables, dissemination plan). A draft will be shared in advance for comments and approved by the ERG. The final inception report will be presented by the Evaluation Team to the CO and ERG and quality assured by the Regional Evaluation Advisor and Internal ECARO Evaluation Team. The Inception report framework is one per group of country, but the institution will deliver one report per country with common elements.

After the data collection, analysis of secondary data and other evidence, a workshop for the ECARO Evaluation Team will be conducted to ensure coherence and adherence to the evaluation process. Preliminary Findings Presentation. To ensure that the CPE feeds into the initial CPD planning process, it is essential that that findings report is presented in June 2024. If appropriate, guidance from the CO will focus the presentation on the most salient areas relevant to inform planning discussions.

Evaluation Report in English. An electronic version of the first draft should be submitted, the draft report should be in line with UNICEF-adapted UNEG Evaluation Report Standards and be a maximum of 40 pages in length (excluding annexes) answering all the evaluation questions. It will also contain an executive summary of no more than 5 pages that includes a brief description of the context and current situation, the evaluation's purpose, its methodology and its main findings, conclusions, and recommendations. It should fairly and clearly represent the views of the different actors/stakeholders. It should clearly give the conclusions and forward-looking recommendations in a way that is substantiated by evidence.

The draft will be shared with the ERG to seek their comments. The drafts report will be quality assured by the Evaluation Manager. The final draft will be quality assured by external QA institution, if needed. All supporting evidence will be shared with the ECARO's Evaluation Team. A corresponding Evaluation Brief is expected.

Three Evaluation Briefs. As knowledge products, the evaluation team is expected to prepare three individual briefs: (1) overall Evaluation Brief for external audiences, 4-5 pages, designed and publishable; (2) 3-5-page Brief covering a forward looking "deep dive" on adolescents and climate change to be used to inform Türkiye future programming; and (3) 3-5 page Brief covering a forward looking "deep dive" on Roma programming to be used to inform Türkiye future programming

Dissemination plan and advocacy. Approaches should be developed as part of the IR and then discussed/agreed with the CO. Primarily, the result will be disseminated to the CO senior management. The findings will be discussed at the management team meetings, and programmatic reviews to inform the CO's programming. The plan for dissemination and advocacy of the Evaluation result will be cleared by the Evaluation Manager.

The Evaluation Team should propose a timeline to submit the deliverables in their implementation plan (in proposals). Necessary and adequate time (at least two weeks) should be allocated for review and quality assurance processes of the deliverables by the Regional Evaluation Advisor and External Institution. All reports should follow the structure and detailed outlines discussed and agreed with UNICEF.

## LOCATION AND DURATION

The location is Türkiye.

The evaluation is expected to be completed within six months upon signing the contract. This might be subject to change depending on the prevailing situation on ground at the time of the evaluation. The expected start date to be from the end of February 2024 to September 2024.

## CONTRACT MANAGEMENT

## MANAGEMENT ARRANGEMENTS

The activity will be managed by the RO and conducted by external contractors. The RO will be responsible for the day-to-day oversight and management of the evaluation and for management of the evaluation budget. A form of stakeholder advisory group (e.g., Evaluation Reference Group (ERG)) will be required both at the country level. Further discussion is needed on the form and membership of such a group at the country level. UNICEF Regional Evaluation Team will work closely with the external evaluation team headed by a CPE team leader and supported with other team members including local experts.<sup>11</sup> Türkiye CO will have a focal point (CRM/M&E/Evaluation focal point) to be the first line of contact on behalf of the CO who will work with the CO staff and ERG. The RO 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 firstly by RO (zero draft) and then by the ERG and CO. The CO will be responsible for supporting data collection and providing feedback on key deliverables. The CPE process will be collaborative, transparent, and effective to the extent possible. Table 5 outlines the key tasks and roles of RO and CO.

TABLE 5 RO AND CO ROLES AGAINST KEY MILESTONES

Key milestones	RO	CO
Terms of Reference	To draft ToR, QA, advertise for a tender or select an LTA holder	To provide comments; organise consultation within the CO and identify CO's own interest areas, provide details of the aspect of CPE which are adjustable to local contexts
Selection of external company	To identify an evaluation company which will be working together with a local company/consultant as per evaluation company needs	
Budgets and human resources	To manage CPE budget, ensure Adviser have availability to undertake this assignment	CO transfer their financial contribution to the RO account <sup>31</sup> ; make sure CRM/M&E/Evaluation focal point is available to work with RO on CPE and that programme staff are available for interviews and reviewing CPE outputs as required
Preparing a library of all programme documents:	To identify a space for library, to provide a list of necessary materials for desk review	To share materials as requested
Setting up an ERG	To call for meetings, facilitate the commenting process	To identify members of ERGs and set up the CO level ERG, call for meetings, facilitate the commenting process
Data collection (for all components of CPE)	To manage and oversee the process to ensure that it is timely and as per the inception plan.	To make themselves available for interviews, workshops, meetings; to identify respondents for data collection, provide their details for remote data collection; to lead in country data collection as needed.
CPE outputs (inception and evaluation report)	To make sure they are of good quality, share with CO for comments	To provide comments

Dissemination	To make sure that CPE has management responses for each CO, to produce additional communication materials; to conduct internal and external-looking dissemination events	To contribute to and lead some of the dissemination events
Management Response	To make sure evaluation reports provide actionable recommendations	To develop MR based on the recommendations and follow up on action plan

UNICEF as a commissioner takes the accountability of the evaluation and ECARO Evaluation Adviser is designated as supervisor for this evaluation. Support for this evaluation will be provided by the ECARO Evaluation team which will perform a managerial function for this evaluation (Evaluation Manager).

The Evaluation Manager will have the following responsibilities:

- Lead the management of the evaluation process throughout the evaluation (design, implementation and dissemination and coordination of it follow up);
- Convene the ERG meetings; Facilitate the participation of those involved in the evaluation design;
- Coordinate the selection of the Evaluation Team;
- Safeguard the independence of the exercise and ensure the evaluation products meet quality standards;
- Connect the Evaluation Team with the wider programme units, senior management, and key evaluation stakeholders, and ensure a fully inclusive and transparent approach to the evaluation;
- Facilitate the Evaluation Team’s access to all information and documentation relevant to the intervention, as well as to key actors and informants who should participate information-gathering methods;
- Provide the evaluators with overall guidance as well as with administrative support;
- Oversee progress and conduct of the evaluation, the quality of the process and the products;
- Manage/support relationship between CO, partners, etc
- Approve the deliverables and evaluate the team’s work in consultation with ERG;
- Take responsibility for disseminating and learning across evaluations on the various programme areas
- Ensure that all deliverables are submitted to external QA review conducted by an external institution; and,
- Disseminate the results of the evaluation.

The RO and CO ERGs will:

- Review and provide comments and feedback on the quality of the evaluation process as well as on the evaluation products (comments and suggestions on the TOR, draft reports, final report of the evaluation); and
- Facilitate the communication/presentation of results to CO and relevant partners at the regional and country level.

The Evaluation Team will report to the Evaluation Manager and conduct the evaluation by fulfilling the contractual arrangements in line with the TOR, UNEG/OECD norms and standards and Ethical Guidelines; this includes developing an evaluation (implementation) plan as part of the inception report, drafting, and finalizing the final and synthesis reports and other deliverables, and briefing the commissioner on the progress and key findings and recommendations, as needed. The Evaluation Team should also adhere to UNICEF’s Evaluation Policy, UNEG’s ethical guidelines for UN evaluations, and UNICEF Reporting Standards. Evaluation team members will sign a no conflict-of-interest attestation. The Evaluation Team must demonstrate personal and professional integrity during the whole process of the evaluation. The Evaluation Team must respect the right of institutions and individuals to provide information in confidence and ensure that sensitive data cannot be traced to its source. Further, the team must respect

ethics of research while working with children including using age-appropriate consent forms, age-appropriate data collection, and principle of do no harm. Furthermore, the team and its members must take care that those involved in the evaluation have an opportunity to examine the statements attributed to them. The evaluation process must be sensitive to beliefs, manners, and customs of the social and cultural environment in which they will work. Especially, the team must be sensitive to and address issues of protection, discrimination, and gender inequality. Furthermore, the team members are not expected to assess the personal performance of individuals and must balance an assessment of management functions with due consideration of this principle.

## Annex 2: Overall Evaluation Timeline and Deliverables

#	Activity	Description	Key Outputs	Timeline (Weeks)	Deliverable (ToRs)
<b>1</b>	<b><i>Phase 1: Inception Phase</i></b>				
1.1	Briefing convened with UNICEF to clarify the scope of the assignment, each deliverable, and to develop the consultants' understanding of the programme.	Inception Report (IR) will comply with UNICEF/UNEG Inception Report quality checklist standards.		1	
1.2	Document review, preliminary interviews with key stakeholders, planning the preparing of inception report. Network analysis will also be undertaken here.			1-2	
1.3	Where required, a series of Zoom calls will be initiated with concerned programme managers within each section/unit of UNICEF to acquire all necessary data/information required to prepare draft methodology etc.			1-2	
1.4	Pre-testing and validation of data collection tools will be undertaken, translation into local language and back translation of tools into English, and final translated versions will be shared with ERG/UNICEF.		<i>Validated Data Collection Tools</i>	1-2	
1.5	Draft Inception Report will be prepared including survey protocol, tools, and field work plans for evaluation to seek UNICEF feedback.		<i>Draft Inception Report</i>	3	
1.6	Presentation of the IR to the commissioning team			4	
1.7	Feedback from UNICEF on the draft inception report will be received and used to finalize the Inception Report along with all appendices. The IR will comply all UNICEF/ UNEG quality assurance protocols/standards		The consultants shall prepare a detailed feedback response sheet to facilitate the ERG members in tracking the revisions.	<i>Final Inception Report</i>	5-6

#	Activity	Description	Key Outputs	Timeline (Weeks)	Deliverable (ToRs)
1.8	Ethical Clearance process will be initiated with UNICEF support and by engaging local partner.	Data collection will commence on receipt of ethical clearance approval from the concerned authorities.	<i>Ethical Clearance Letter</i>	6	
2	<b>Phase 2: Field data collection phase</b>				
2.2	Primary data collection – Quantitative (Perception Survey) and Qualitative (Key Informant Interviews) Remote & In country.	Scope of this element will be further determined during the inception phase.	<i>Raw data collected</i>	7-10	
2.3	Core team Zoom calls with national experts, partners, and field staff	The consultants will organize internal consultative session with national partners, experts, and staff to capture field reflections		11	
2.4	Combined data analysis	Data will be analysed, and emerging themes identified.		12	
2.5	Debriefing on preliminary findings	Debriefing on preliminary findings to the stakeholders at the end of the field work	<i>Presentations to be given to stakeholders/ERG</i>	13	
3	<b>Phase 3: Data analysis, report writing, validation and dissemination</b>				
3.1	Draft analysis plan shared with ERG for feedback and technical inputs			14	
3.2	The proposed outline for evaluation report will be shared with ERG for feedback and finalized			14	
3.3	Raw and cleaned data files prepared and processed	All raw data and complete transcripts from primary data collection will be delivered to UNICEF. All original research instruments with their recorded field data, transcripts, and where applicable copies of all excel files/databases used for data analysis will be delivered to UNICEF to validate the analyses. All evaluation outputs will be UNICEF's Property.	<i>Raw &amp; cleaned datasets</i>	15	
3.4	For qualitative data code data files and analysis framework			15	
3.5	Prepare and submit 1st draft evaluation report; (with the length of the report of between 40-50	The evaluation report will comply with UNICEF adopted UNEG evaluation report quality checklist	1st draft evaluation report)	16-18	

#	Activity	Description	Key Outputs	Timeline (Weeks)	Deliverable (ToRs)
	pages, excluding appendices) to the Evaluation Reference Group	standards and shall include detailed chapters i.e. <ul style="list-style-type: none"> <li>-Table of Content (including List of Tables and List of Figures)</li> <li>-Executive Summary</li> <li>-Acknowledgements</li> <li>-Introduction specifying object of evaluation, evaluation purpose, objective, scope etc.)</li> <li>-Evaluation context</li> <li>-Methodology including sampling strategy, data analysis methods, quality assurance</li> <li>-Chapter on key findings (by criterion – each individual question will need to be answered) + preliminary conclusions; (all findings may be numbered; each conclusion will need to clearly indicate the specific findings; and corresponding paragraph numbers which it is based on);</li> <li>-Final conclusions</li> <li>-Lessons learnt;</li> <li>-Recommendations (strategic and operational, maximum 5 priority recommendations)</li> <li>-Annexes.</li> </ul>			
3.6	Review of the draft reports by the Evaluation Reference Group			19-20	
3.7	Organize consultation meeting with key stakeholders on the 1st draft evaluation report (including the recommendation validation workshop)	Consultation meeting/workshop (at national level) to present the key results of the evaluation	<i>Validation Workshop notes</i>	21	
3.8	Revise and submit the revised draft evaluation report including validation workshop feedback (with	The report will be prepared in alignment with UNEG, UNICEF and GEROS standards for	<i>Revised Final Evaluation Reports</i>	22-23	<b>Deliverable 2:</b> Revised Final Evaluation Report, with a

#	Activity	Description	Key Outputs	Timeline (Weeks)	Deliverable (ToRs)
	the length of the report of between 40-50 pages, excluding appendices) including an Executive Summary (3 pages), that takes into consideration of comments and feedback (with a matrix showing how the evaluation team has responded to the comments)	evaluation report; the report shall adhere with all requirements as are stipulated in the TORs.			maximum of 40-50 pages excluding annexes;
3.9	Drafting and finalization of the presentation	15 slides	<i>PPT</i>	23	<b>PowerPoint Presentation</b>
3.10	Preparation of briefs (3) for (a) overall evaluation, (b) adolescents and climate change, & (c) Roma programming.			23-24	<b>Evaluation Briefs</b>

Source: From Terms of Reference

## Annex 3: Türkiye Country Programme Summary

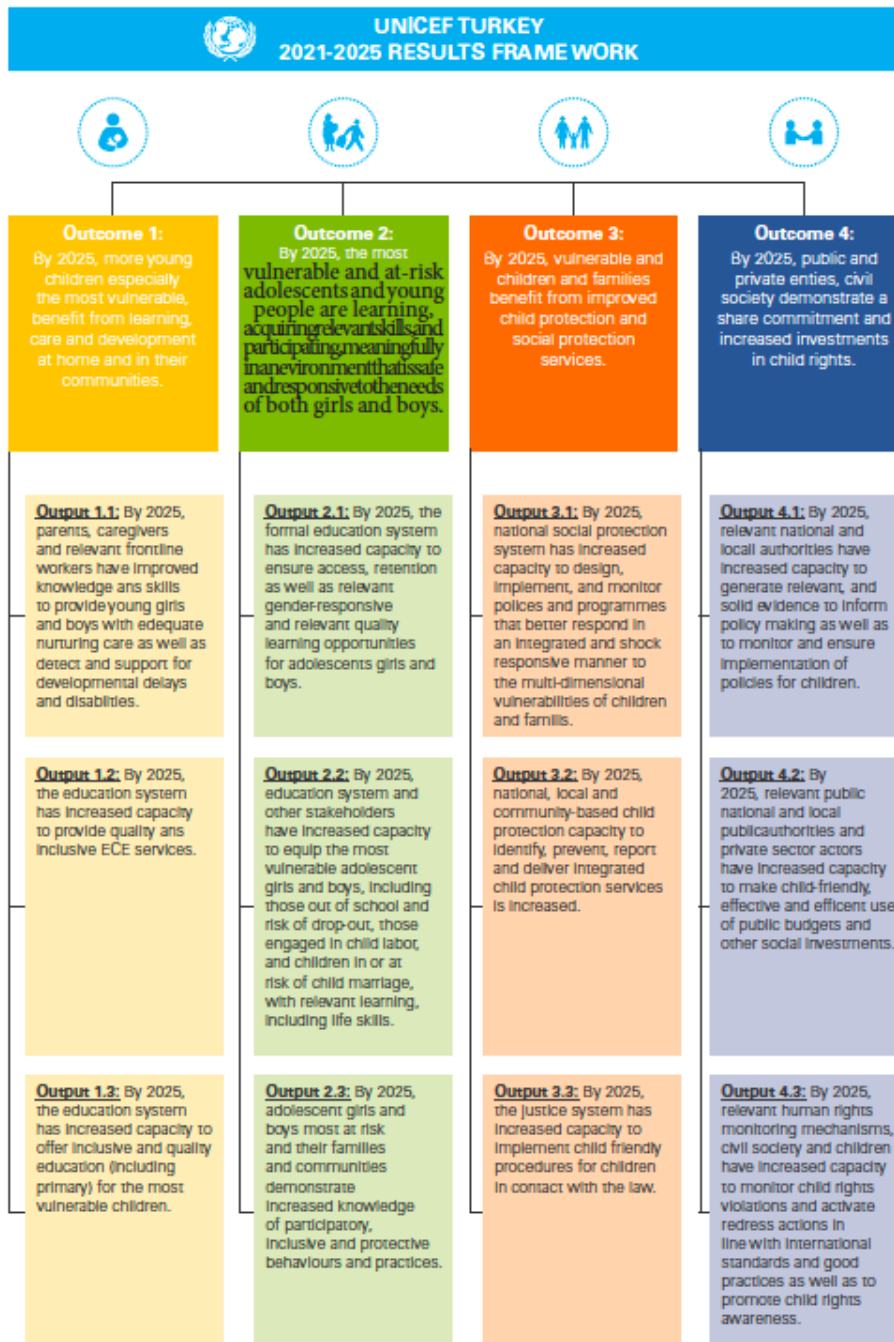
### 3.1 Programme Results – Key Progress Indicators

UNICEF outcomes / Outputs	Key progress indicators	Baseline	Target
<p><b>Outcome 1</b></p> <p>By 2025, more young children, especially the most vulnerable, benefit from learning, nurturing care, and development at home and in their communities.</p>	Percentage of 3–4-year-old children developmentally on track in literacy, numeracy, physical, social-emotional and learning domains	<p><b>B (2018):</b></p> <p>Turkish 73.7% (69.8% male; 78% female)</p> <p>Syrian 74.8% (70.6% male; 79.4% female)</p>	<p><b>T:</b> Turkish 80% (80% male/female)</p> <p>Syrian 80% (80% male/female)</p>
	Net enrolment rate in pre-primary education (Turkish, Syrian, age 5, geographical disaggregation) (22-02)	<p><b>Baseline (2018-2019 school-year and October 2019 for Syrians):</b></p> <p>Turkish (NER) 68.3% (female:67.2%, male:69.3%); (Low-performing - Sanliurfa: 51.3%), Syrians (GER) 27.2%</p>	<p><b>Target: Turkish (NER) 80% (female and male: 80%), Sanliurfa:65%</b></p>
	B (2018/19 school year for Turkish and January 2020 for Syrians):	<p>Turkish (net enrolment ratio (NER), 5-years-olds) 68.3% (female:67.2%, male:69.3%); (Low-performing – Şanlıurfa province: 51.3%), Syrians (gross enrolment ratio (GER), 3-5-year-olds) 30.8%</p>	<p><b>T:</b> Turkish: 80% (80% male/female); (Şanlıurfa: 65%)</p> <p>Syrians: 45%</p>
	Student achievement in mathematics and science at 4th grade	<p><b>B:</b> Trends in International Mathematics and Science Study (TIMMS) results expected in 2020</p>	<p><b>T:</b> To be determined (TBD)</p>
<p><b>Outcome 2:</b> By 2025, the most vulnerable and at-risk adolescents and young people are learning, acquiring relevant skills, and participating meaningfully in an environment that is safe and responsive to the</p>	Upper secondary education net/gross enrolment rate	<p><b>B (2018/19 school year for Turkish and October 2019 for Syrians):</b> Turkish (NER) 84.2 (84.5% male, 83.9% female), (low-performing – Mus province: 53.5%); Syrians (GER) 32.9%</p>	<p><b>T:</b> Turkish: 88% (88% male/female), (Mus: 65%); Syrians: 50%</p>

needs of both girls and boys	Percentage of population 20–24 years old that completed upper secondary education	B (2018): Turkish: 64.3% male, 61.6% female Syrian: 15.1% male, 18.2% female	T: Turkish: 70% male/female Syrian: 24%, male/female
	Share of low performers in scores for mathematics and science	<b>B (2018):</b> Mathematics: 36.7%, Science: 25.2%	<b>T:</b> 32%, 20%
	Percentage of youth aged 15–19 not in employment, education, or training	<b>B (2019):</b> female 21.9%, male 14.5%	<b>T:</b> 15%, 8%
	Proportion of women aged 20–24 who are married before age 18	<b>B (2018):</b> Turkish:14.7%, Syrians: 44.8%	<b>T:</b> 11%, 36%
<b>Outcome 3:</b> By 2025, vulnerable children and families benefit from improved child protection and social protection services.	Percentage of children aged 5-17 engaged in economic activity	B (2019): 4.4% overall: 6% male; 2.6% female	T: 3% overall: 3.9% male; 2.1% female
	Number of households reached by cash transfer programmes (25-02)	B (2018): 2.5million	T: 3 million
	% of children in foster care or adopted out of the total number of children under State care	B (2018): 61%	T: 75%
	Percentage of girls and boys that are in contact with the justice and administrative bodies who benefit from interventions to improve children’s access to justice (23-03)	<b>B (2018):</b> 47.2% of child offenders tried before specialized courts 39% of children sentenced with alternative measures to detention	T: 60%, 50% respectively
<b>Outcome 4:</b> By 2025, public and private entities and civil society demonstrate a shared commitment and increased investments in child rights.	Percentage of child-related SDG indicators produced at national level and disaggregated for vulnerable groups in accordance with the Fundamental Principles of Official Statistics	<b>B (2019):</b> 69% of SDG child-related indicators produced 30% of available SDG child-related indicators disaggregated for Syrian refugees	<b>T:</b> 85%, 60%
	Share of the GDP spent on health, education, and social protection	<b>Baseline (2019):</b> 17.7%	<b>Target:</b> 20%

	Number of complaints brought by or on behalf of children to independent human rights mechanisms (annually)	B (2017): OI: 436, HREI: 0	T: 900, 200
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### 3.2 Türkiye Programme Outputs to Outcomes



### 3.3 Programme Component Summaries

155. The programme components are organized under the four main TURKIYE programme outcomes as follows:

#### Young Children

156. **CPD Outcome 1:** *By 2025 more young children, especially the most vulnerable, benefit from learning, nurturing care, and development, both at home and in their communities.*

157. This outcome focuses on Young Children and its key priorities include: (a) supporting the development and implementation of an integrated national strategy on ECD with related implementation mechanisms and adequate allocation of resources; (b) improving access to and quality of education services, making them more inclusive for the most vulnerable young children; (c) promoting nurturing care by parents and other caregivers (focusing on infant and young child feeding practices, immunization, early stimulation, positive discipline, and early identification and reporting of developmental delays); and (d) supporting monitoring and advocacy to ensure the health system adequately reaches the most vulnerable areas and groups.

158. UNICEF under this component, focuses contributes to the facilitation and coordination among national stakeholders and supports in the development and implementation of a national ECD strategy. UNICEF also works closely with the Ministry of National Education to scale up access to quality, inclusive ECE, including support to the piloting, research and advocating for the integration of alternative and community-based models into that national system in order to broaden coverage for the most vulnerable populations.

159. Furthermore, UNICEF supports institutional capacities so that they have more inclusive and quality teaching and learning processes and policies. This includes contributing to the enhancement of quality education standards and learning assessments and improving pre-service capacity building for education staff in inclusive and gender sensitive teaching methods, with tailored approaches for particularly vulnerable groups such as distance learning modalities to ensure that children continue learning during the COVID-19 pandemic. Under this component, UNICEF also supports the generation of evidence-based policy on inclusive education and promotes the involvement of families and community members so that there is greater demand and interest in inclusive education.

UNICEF Türkiye's TOC for Outcome 1 is (See Figure 1 below):

160. **One, if** UNICEF supports strengthening of the policies and systems of the relevant sectors for a holistic understanding of child development and care, and increases commitment to implement an integrated national strategy that generates effective cooperation among sectors and improves allocation of resources for evidence based ECD programming, **and**

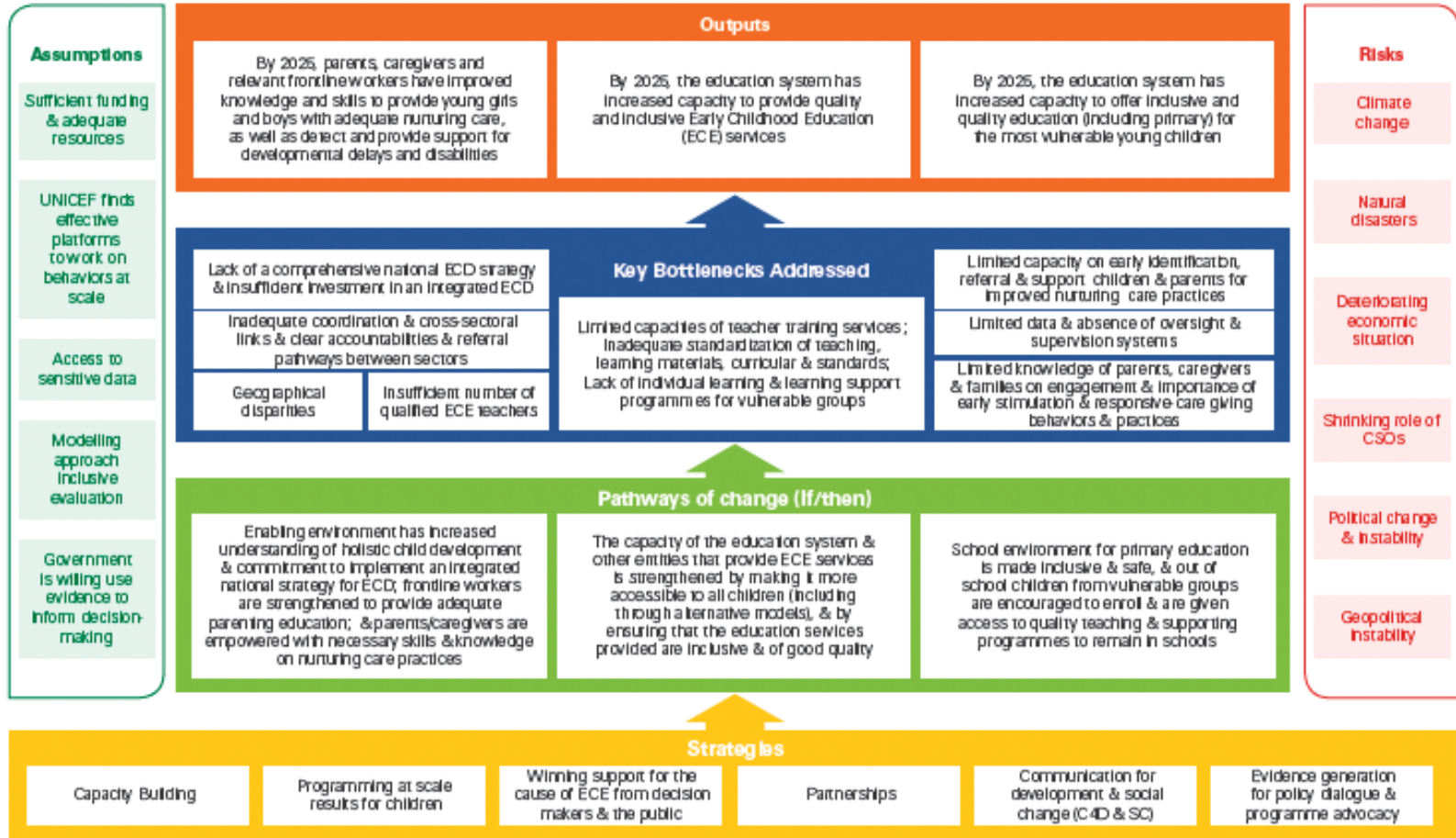
161. **One, if** UNICEF supports strengthening of the policies and systems of the relevant sectors for a holistic understanding of child development and care, and increases commitment to implement an integrated national strategy that generates effective cooperation among sectors and improves allocation of resources for evidence-based ECD programming, **and**, the frontline workers and existing service delivery platforms (i.e. health facilities, social service centers etc.) are strengthened to provide adequate skills for nurturing care (and links between home and community services) and

162. **If**, parents/caregivers and communities are empowered with necessary skills and knowledge on nurturing care (particularly: infant and young child feeding, including adequate breastfeeding, immunization, early stimulation, positive discipline, and early identification and reporting of developmental delays);

163. **Two, if** the capacity and resilience of the education system and other entities that provide Early Childhood Education (ECE) services is strengthened by making ECE services more accessible to all children (including through alternative models), **and** by ensuring that the education services provided are inclusive and of good quality.

164. **Three, if** the school environment for primary education is of quality, inclusive and safe, **and** out of school children from vulnerable groups are encouraged to enrol and are given access to quality teaching and learning opportunities,
165. **Then** young children will have improved chances to thrive and achieve their developmental potential in equitable, inclusive, nurturing, and caring environments at home and school; and with more children, especially those vulnerable and at risk of being left behind, are more likely to enter school at the right age, remain in school, complete a primary education, with improved learning outcomes.

FIGURE 1: THEORY OF CHANGE FOR OUTCOME 1



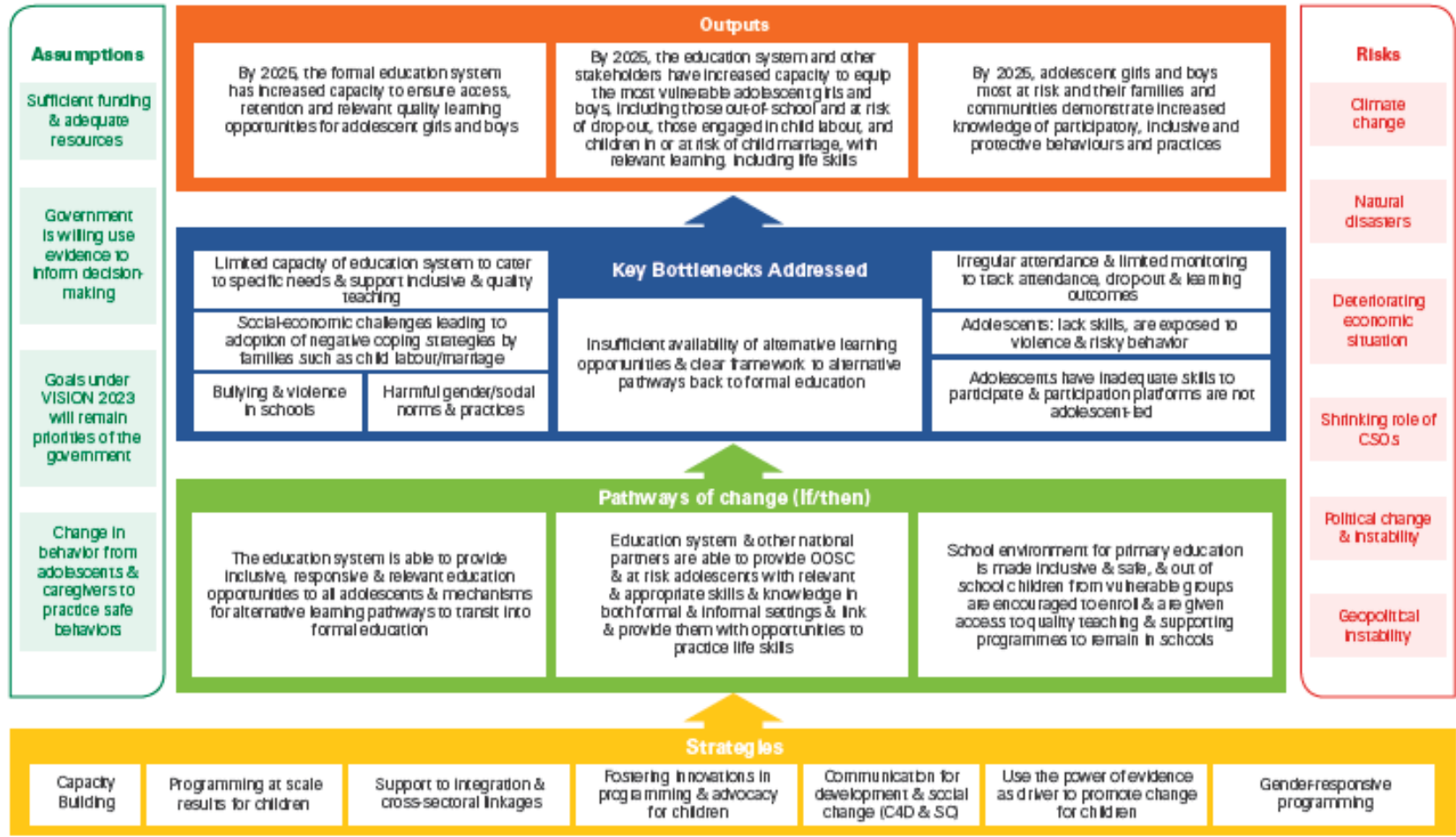
## Adolescents and young people

166. **CPD Outcome 2:** *By 2025, the most vulnerable and at-risk adolescents and young people are learning, acquiring relevant skills, and participating meaningfully in a safe and inclusive environment.*
167. The key priorities under this component are: (a) supporting the development and implementation of inclusive policies and programmes for the education sector to ensure all out-of-school adolescents have access to appropriate learning opportunities; (b) strengthening the quality of formal and non-formal learning opportunities to ensure they are inclusive, relevant and enable both adolescent girls and boys to acquire key skills required for post-education life; and (c) supporting adolescents, families and communities to adopt positive behaviours and social norms that promote adolescents' participation, empowerment and protection.
168. To achieve results under this component it is important to address the multiple and interconnected challenges that impact aspects such as enrolment, attendance, performance, and completion of secondary education by the most vulnerable adolescents, most of which are linked to limited access, as well as the quality, relevance, and inclusiveness of learning opportunities available. Under this component UNICEF focuses on strengthening capacities of the education system so that more inclusive and quality secondary education is available, and this includes strengthening effectiveness and relevance of multiple pathways for second chance learning. UNICEF also strengthens linkages between education and other sectors in order to address financial related obstacles, and other aspects such as violence and bullying.
169. UNICEF also supports the Ministry of National Education to improve access to and quality of alternative learning pathways as well as skills development for the most vulnerable adolescents through addressing the relevance of learning and transition to post-educational opportunities. Efforts focus on empowering adolescents and young people, including the most vulnerable groups, with foundational, transferable and job specific skills, as well as enhancing transition pathways from school to work in both formal and non-formal contexts. UNICEF also supports partners in scaling up adolescent engagement platforms and championing of adolescent participation in social innovations. The scale up of technologies and innovation for youth is also strengthened through collaboration with other UN Agencies and the private sector.
170. UNICEF also employs approaches to facilitate social change and adolescent engagement (such as volunteerism) to address social norms that contribute to the continuation of harmful practices that affect adolescents, and this includes child labour, child marriage and other types of violence against children, as well as increasing support of parents and community members to facilitate adolescent engagement in decisions that affect their lives.
- UNICEF Türkiye's theory of change for **Outcome 2** is (See Figure 2 below):
171. **One, if** the education system is able to provide inclusive, responsive, and relevant education opportunities to all adolescents.
172. **Two, if** flexible and alternative learning opportunities and pathways into formal education are improved and expanded, and adolescents are empowered with access to relevant skills and knowledge in both formal and informal settings; and
173. **Three, if** adolescents at risk, their families and communities are supported to adopt positive attitudes, behaviours and social (gender) norms.
174. **Four, if** adolescents are able to meaningfully participate on issues and decisions affecting them.
175. **Then** vulnerable and at-risk adolescents will learn and acquire relevant skills enabling them to meaningfully participate and engage in a safe and gender sensitive environment.

FIGURE 2: THEORY OF CHANGE FOR OUTCOME 2



**Vision of Change for Adolescents & Young People (Outcome 2)**  
 By 2025, the most vulnerable and at-risk adolescents and young people are learning, acquiring relevant skills, and participating meaningfully in an environment that is safe and responsive to the needs of both girls and boys.



### Protective and inclusive environment for the most vulnerable children

176. **CPD Outcome 3:** *By 2025, the most vulnerable children and families will benefit from improved child and social protection services.*
177. This outcome aims to tackle obstacles related to the fragmentation and limited integration in the social and child protection systems so that coverage is expanded, and quality of services enhanced. The key priorities under this outcome are: (a) strengthening the efficiency, effectiveness, and fiscal sustainability of social protection through support to the Government in evidence and equity-based design of policies and programmes; (b) strengthening the quality and increasing the coverage of preventive child protection services; and (c) increasing the capacity of the child protection system to provide quality response services.
178. UNICEF supports the Government to enhance coverage and quality of social assistance services, with particular focus on inclusion of the most vulnerable segments of society. This is achieved through support for child well-being analysis, assessing existing social protection programmes, and developing and piloting child sensitive programmes that integrate social protection with social service components and are resilient to shocks, including the social and economic implications of the COVID-19 pandemic. Support is also provided to improve national intersectoral coordination mechanisms on social protection.
179. UNICEF also works closely with relevant ministries and academic institutions for sustainable and comprehensive capacity development so that the skills of the social welfare workforce can be strengthened, with particular focus on frontline workers.
180. UNICEF also supports the continued enhancement of child-friendly judicial processes, practices, and facilities as well as access to quality legal aid for children who are victims and witnesses, and children in administrative and asylum proceedings.

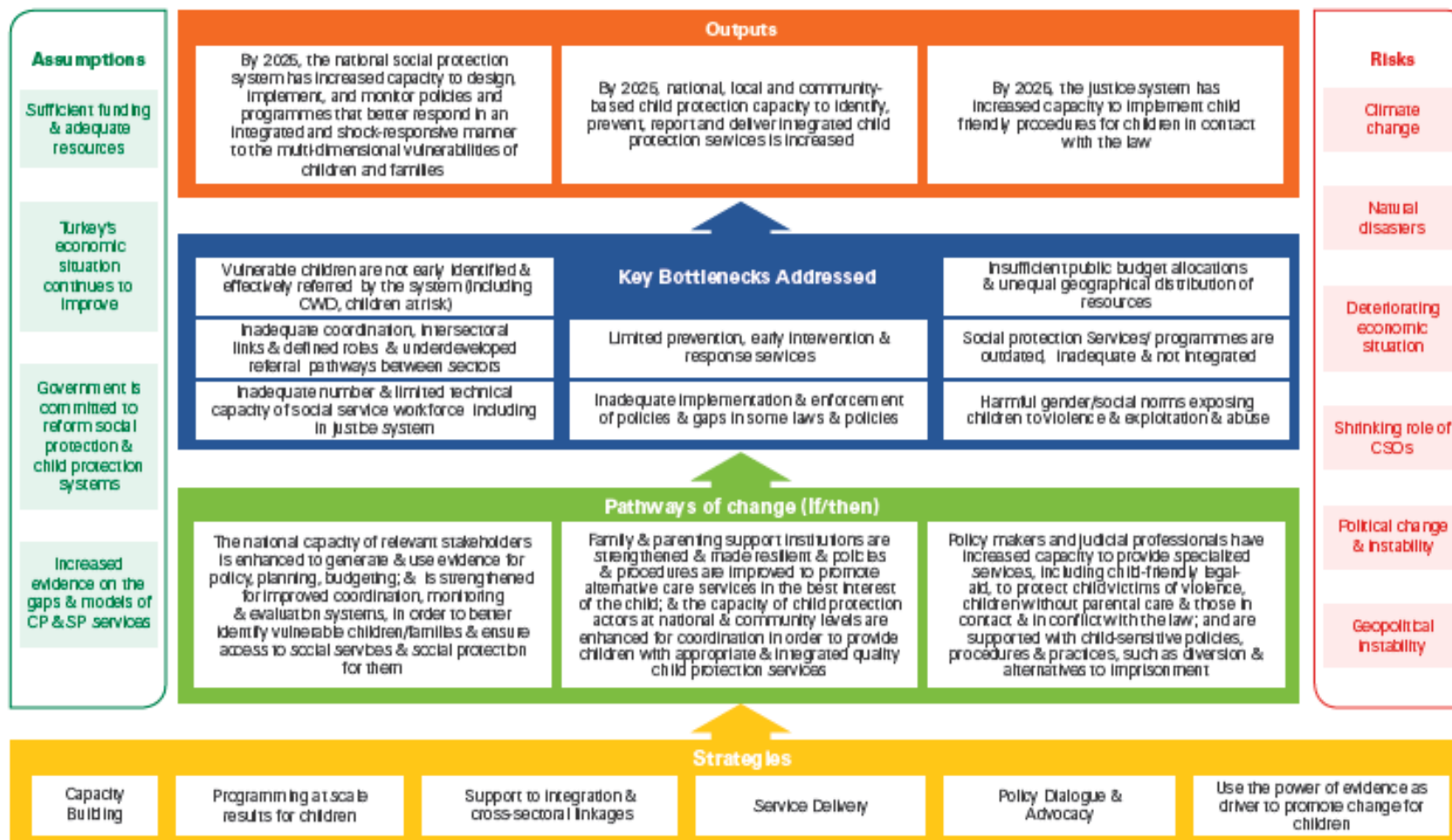
#### **ToC for UNICEF Türkiye's Protective and Resilient Environment for the most vulnerable is (See Figure 3 below):**

181. **One**, *if* the SP system is able to provide policies and programmes to address deprivations and inequities to better meet the needs of vulnerable children and families.
182. **Two**, *if* the CP system is able to provide preventive and response services at national and subnational levels by bringing together community-based entities in the child protection national system.
183. **Three**, *if* policy makers and judicial professionals have increased capacity to provide specialized services, including child-friendly legal-aid, to protect child victims of violence, children without parental care and those in contact and in conflict with the law; and are supported with child-sensitive policies, procedures, and practices, such as diversion and alternatives to imprisonment.
184. **Then** Vulnerable children and families will benefit from improved and equitable SP and CP systems and their vulnerabilities reduced.

FIGURE 3: THEORY OF CHANGE FOR OUTCOME 3



**Vision of Change for Protective and Inclusive Environment (Outcome 3)**  
By 2025, vulnerable children & families benefit from improved child protection & social protection services



## Investments and *monitoring mechanisms for child rights*

185. **CPD Outcome 4:** *By 2025, public and private entities and civil society organizations (CSOs) demonstrate a shared commitment to, and increased investments in, child rights.*

186. This outcome focuses on increasing financial and in-kind investment towards the advancement of child rights through the development of a “social compact” for children, which involves public authorities at the central and local levels, relevant national stakeholders, civil society organisations, the private sector and children and young people, to improve monitoring for the rights of children.

187. Key priorities will include: (a) improving collection and use of evidence on the situation of children to inform policy development, implementation and monitoring by government institutions at the national and local levels; (b) supporting the Government, as well as the private sector and civil society, to leverage investments to enhance the well-being of children and families; (c) improving the child rights promotion and monitoring capacities of key national actors, including national human rights mechanisms, CSOs and provincial child rights committees.

188. Under this component, the focus includes improving the policy environment through expanding the range and quality of data as well as reducing the data gaps on child monitoring of related sustainable goals. UNICEF, in collaboration with national the statistical system, also focuses on expanding the generation and dissemination of data and evidence on children, particularly on those who are most vulnerable. Furthermore, UNICEF will contribute to strengthening evidence-based planning, monitoring, and inter-sectoral coordination at national and local levels.

189. UNICEF also focuses on supporting increased public expenditure on children by advocating for and building capacities of national and local stakeholders’ development on child focused budgeting. Working closely with the Turkish National Committee for UNICEF, the Agency has concentrated its efforts to mobilize spending and social investment for children by other stakeholders, including through private sector engagement.

190. UNICEF also supports the strengthening of capacities of national human rights bodies such as the Ombudsman Institution, the Human Rights and Equality Institution of Türkiye and the Parliament Sub-Committee on the Rights of the Children, so that they can better monitor the rights of children and increase use of redress mechanisms, as well as encourage children’s active participation in child rights monitoring mechanisms.

UNICEF Türkiye’s theory of change for Outcome 4 is (See Figure 4 below):

191. **One**, *if* the capacity of the Turkish statistical system across the relevant government entities at central and local levels is strengthened to expand the range and quality of data for children and its policies and tools for user-friendly data dissemination are strengthened and relevant public entities have increased capacity to plan, coordinate and monitor national and local evidence-based strategies and plans for children.

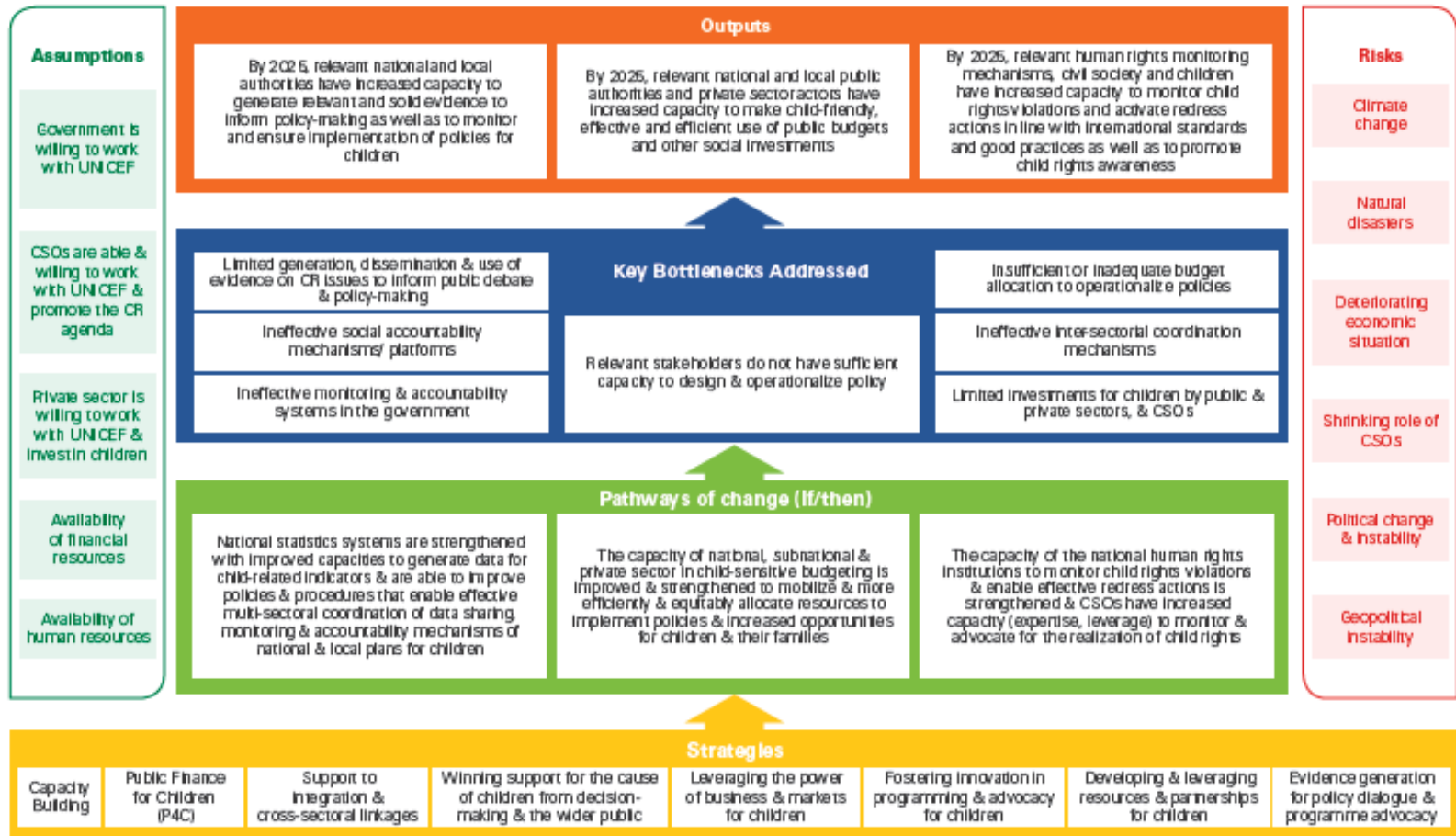
192. **Two**, *if* the capacity of public and private stakeholders (at national and local level) is strengthened to diversify, mobilize, allocate and monitor financial resources for children, *and* there is improved capacity in the private sector to adopt and systematically invest in child-sensitive business approaches.

193. **Three**, *if* horizontal accountability mechanisms (including national human rights institutions, the Supreme Audit Institution and others) have increased capacity to monitor child rights violations, enable effective redress and ensure child-sensitive auditing of central and local government entities, and CSOs have increased capacity to raise awareness on, monitor and advocate for the realization of child rights, and adolescents have access to adequate information and platforms for meaningful participation and engagement especially in the monitoring of fulfilment of their rights,

194. **Then**, a critical mass of key stakeholders that play important roles in advancing in the realization of children’s rights will form a social compact that joins forces and commits on the child rights agenda with greater financial and non-financial investments, and effective and efficient policy design and implementation, healthy and stimulating public debate.

FIGURE 4: THEORY OF CHANGE FOR OUTCOME 4

**Vision of Change for Investments and Accountability (Outcome 4)**  
By 2025, public & private entities & civil society demonstrate a shared commitment & increased investments in child rights



## Annex 4: Evaluation Matrix

**Connection of Tools to Evaluation Dimension.** The tools profiled in Annex 5 also describe the link between specific questions on the tools and the overarching evaluation dimensions. The following narrative describes the contribution of each data source to the respective evaluation dimensions.

**Document Review:** A review of available documentation beyond the quantitative data will continue to be used throughout the evaluation phase to address the relevant evaluation criteria and to serve as both a complementary source for triangulation with the field phase quantitative and qualitative data and as historic overview of changes in programming. The document review has particular pertinence for addressing questions related to relevance and efficiency. The UNICEF Office has already provided secondary documentation that will be integrated into the evaluation analysis (Annex 10). The pre-existing quantitative data available related to the logframe indicators highlights achievements in the activity and output levels of the logframe.

**Pre-existing Quantitative data:** Within the frame of the evaluation criteria, the pre-existing quantitative data is best suited to address elements pertaining to efficiency and effectiveness of the programme operations. Extensive data for activities and outputs were already collected and a portion of these patterns are summarized in the programme description section of the narrative and in the summary of outputs and activities in Annex 3.

**Primary qualitative data.** The data obtained from the mix of Interviews and Focus Group Discussions are relevant for contributing to explorations of relevance, programme effectiveness, and potential sustainability issues at both the systems level and at municipality levels. The qualitative data is a fundamental source of information for the evaluation and will be collected through a series of semi-structured interview and focus group discussion guides. The mixture of stakeholders is intended to integrate the perspectives of the different groups from both national and Municipal levels. The key informant interviews and conversations with Ankara stakeholders will be used to contribute to the analysis of all dimensions of the evaluation criteria, but with particular pertinence for relevance (national policy alignment), efficiency, and sustainability. The selection of stakeholders is intended to represent the array of potential stakeholder categories cited in the stakeholder analysis section with a prioritization of those specific individuals who are particularly information rich with regards to UNICEF programming. This does not have to be solely individuals who are partners or beneficiaries, but it would assume to be those who have enough observational experience to be able to form a competent opinion regarding programme performance.

**Primary Quantitative data.** The primary quantitative data obtained from the evaluation process will be the UNICEF Perceptions survey administered to UNICEF stakeholders – especially youth participants. The following table summarizes the qualitative data collection methods and key elements to be considered.

### Data Methods and Considerations

Method	Elements
Key Informant Interviews	<p>Briefings with relevant UNICEF staff</p> <p>Key stakeholders to be interviewed identified in consultation with UNICEF but including:</p> <ul style="list-style-type: none"> <li>Interviews with National, and Municipal Government representatives from the respective directorates and Ministries partnering with UNICEF</li> <li>Interviews with UNICEF staff from the different programme components</li> <li>Interviews with relevant United Nations and International or local organizations – including donors</li> <li>Interviews with selected implementing partner agencies representatives</li> <li>Interviews with other civil society stakeholders at National and local levels with knowledge of the CPD.</li> <li>Interviews with Municipality organizations and professionals associated with UNICEF programming</li> </ul>
FGDs	<p>The ET will conduct field visits to selected municipalities for Focus Group Discussions with youth programme participants, and other beneficiaries receiving support through UNICEF programming.</p> <p>Effort will be made to involve women and vulnerable groups in the FGDs. The FGDs will be carried out in the language of the participants.</p>

UNICEF Youth Engagement Survey	This will be applied to all selected youth in UNICEF and non-UNICEF municipalities
Document Review	Desk review of relevant documentation, incorporating an analysis of findings against the evaluation questions. Documentation involves different categories of documentation including: Programme Reports – both overall programme and sector specific reporting Donor Reports or evaluations Organizational policies, international and regional conventions Strategic and Annual Plans and reports Policy Frameworks and Strategic Plans Monitoring Reports Government policies and Frameworks UN Agency strategic frameworks

**Note:** All indicators are disaggregated by sex where possible. With differentiated analysis of women versus men stakeholders for each stakeholder category. The gender neutral “Stakeholder” is used to reduce length of questions, but differentiation will be done in the analysis.

**Note:** Most vulnerable is a generic term used within the UNICEF documentation. However, the vulnerable categories of greatest interest for prioritization are Gender (boys and girls), Ethnicity (Roma and Syrian) and status (refugees, and host community).

Note: The main source of information is one of five options:

- a. Document review,
- b. Pre-existing quantitative data,
- c. Primary Qualitative data – National, Municipality including FGDs and KIIs
- d. Youth Engagement Survey

Somewhat more detail included in the main sources of information column regarding which types of stakeholder information is to be used to assess each of the evaluation questions.

Note: Main forms of analysis include:

- i. Descriptive and Comparative Quantitative Analysis
- ii. Thematic Narrative Review
- iii. Social Network Analysis
- iv. Iterative Qualitative Analysis Emergent Themes
- v. Contribution Analysis

Naturalistic inquiry is not so much a distinct form of analysis as it is an approach to use the main forms of analysis when a priori frameworks are not available for grounding information analysis – either because of changes to initial frameworks or because of their absence. The forms of analysis are associated with each of the sources of information and data collection methods – triangulation, document review, and pre-post analysis are most likely summative analyses.

#### 4.1 TURKIYE Programme Evaluation Matrix

Main Evaluation Questions and Sub-Questions	Lines of Inquiry	Indicators	Main Sources of Information	Analysis
<b>Relevance:</b> To assess the alignment of the programme interventions to existing strategies and policies of UNICEF, UNCT, and Government				
<p><b>1.0 To what extent is UNICEF responding to the (changing) needs of the most vulnerable throughout programme implementation, including its humanitarian-development nexus work?</b></p> <p>1.1 How has UNICEF determined their ability to respond to the needs of the most vulnerable vis-à-vis other stakeholders? Are there any needs that are not prioritized by UNICEF that have been identified and responded to by other stakeholders?</p> <p>1.2 To what extent has UNICEF's positioning in the country and implementation strategies enabled itself to respond to those needs?</p> <p>1.3 What are the comparative advantages of UNICEF in the identification, advocacy, and programmatic work in relation to other actors in the country? Are these strengths a result of UNICEF institutional features or are they specific to the Country Office?</p> <p><b>2.0 To what extent has UNICEF been able to respond to the shifts caused by external</b></p>	<p>Correspondence between needs / vulnerabilities of groups of children and UNICEF programming over time.</p> <p>Adolescence and youth</p> <p>Roma and Climate Change Programming</p> <p>Inclusiveness of UNICEF approach</p> <p>Evolving needs in the country</p> <p>Strategic positioning with respect to public sector stakeholders including identifying potential new sectors.</p> <p>UNICEF's perception among public, partners, and youth, and how it has been leveraged (or not) to achieve outcomes.</p> <p>UNICEF contributions to the Nexus and the linkages between UNICEF humanitarian response to longer term development goals.</p> <p>Extent of UNICEF's comparative advantages and how it has been leveraged within the country</p>	<p>1.1.1 Evidence of systematic needs/gender and vulnerability assessments conducted to identify the needs of the most vulnerable.</p> <p>1.1.2 Evidence from Roma and Youth and Climate Change case studies reflecting areas where UNICEF can respond to unattended to needs.</p> <p>1..2.1 Perceptions of national/sub-national stakeholders about UNICEF, and how this has been leveraged to achieve results.</p> <p>1.3.1 Evidence in social network analysis of UNICEF's strategic positioning and comparative advantage vis a vis other partner.</p> <p>1.3.2 Evidence from social network analysis potential levels or sectors beyond implementation support, including those on gender and equity.</p> <p>2.2.1 Evidence on commissioning new assessments/analysis based on the changing context (in response to</p>	<p>Document review: TP strategy, ToCs, Donor reports, previous needs assessments, vulnerability assessments, landscape assessments and evaluations.</p> <p>Qualitative data from KIIs with key stakeholders including Government, municipalities, UNICEF, UN Agencies, and Implementing partners.</p> <p>Social network analysis</p> <p>Case studies (Roma and youth and climate change)</p> <p>Document review: TP strategy, ToCs, Donor reports, national strategies, previous landscape assessments and evaluations.</p>	<p>Document review identifying iterative themes and comparison between UNICEF documentation and National Strategies and Plans.</p> <p>Qualitative iterative data analysis for the KIIs with key stakeholders.</p> <p>Triangulation between data sources, data collection techniques, and data types according to principles of iterative analysis.</p> <p>Roma and climate change case studies identifying gaps and potential areas of interest for UNICEF.</p> <p>Triangulation of data deriving from document reviews and semi-structured interviews with key stakeholders.</p>

<p><b>shocks, crises, or major socio-economic and political changes? What enabled/restricted UNICEF to adapt to those shocks?</b></p>	<p>programme.</p> <p>Responsiveness of UNICEF with respect to needs and its unique positioning.</p> <p>Adaptability of UNICEF's CP in faces of major shocks – including socio-economic situation.</p>	<p>shocks other than the earthquake (EQ)).</p> <p>2.2.2 Evidence that UNICEF was sufficiently responding to emerging needs by the government – documentation from situation analyses, or annual reviews.</p> <p>2.2.3 Perceptions of government stakeholders and partners regarding UNICEF as being sufficiently flexible to adapt as necessary to changes in the context (including socio-economic changes).</p>	<p>Qualitative data from KIIs with key stakeholders including Government, UNICEF, UN Agencies, Municipalities and Implementing partners.</p>	
<p><b>Efficiency – To assess the programme timely and cost-efficient implementation and result based management</b></p>				
<p><b>3.0 Are UNICEF's resources enabling the best delivery of the country programme as per identified priorities?</b></p> <p>3.1 What is taken into consideration to identify the most cost-effective strategies? To what extent is UNICEF positioning in the country taken into consideration to identify those strategies?</p> <p>3.2 Has UNICEF introduced innovative efficiency measures to enable it to be more effective? Which ones and how?</p> <p>3.3 To what extent were the financial resources allocated in alignment to the defined priorities? Are available financial resources (RR, OR) affecting strategic allocation of the resources to priorities and programme implementation and the humanitarian-development nexus work?</p>	<p>Extent of appropriateness of allocated budget and its strategic targeting, especially in competing humanitarian-development priorities.</p> <p>Identification of 'extra-economic considerations' in the identification of cost-effective strategies, including implications for UNICEF's strategic positioning.</p> <p>Factors influencing budgeting and implementation decisions including 'extra-economic considerations.</p> <p>UNICEF's perception among stakeholders, and how it has been leveraged (or not) to achieve resourcing.</p> <p>Change strategies with highest return on investment.</p>	<p>3.1.1 Comparison of target and achieved outputs shows less than 10% variation.</p> <p>3.1.2 Evidence in programme documentation of exercises for the identification of bottlenecks and taking adjustments to improve cost effectiveness strategies – such as in annual reports, situation analyses.</p> <p>3.1.3 Stakeholder perceptions affirm that the implementation of activities is cost effective while maintaining heist return on investment and equity issues.</p> <p>3.1.4 UNICEF's perception among the public (including partners), and how this has (or has not) been leveraged to achieve results.</p> <p>3.2.1 Evidence of innovative measures applied in operational/programmatic processes to enhance CP delivery.</p>	<p>Document Review: Donor project reports, Annual reports, amendments to log frame or program designs.</p> <p>Qualitative interviews with Government, Implementing partners, and UNICEF personnel.</p> <p>Youth (community members) FGDs</p> <p>Youth Engagement Survey</p>	<p>Document Review to identify themes among documentation sources for comparison.</p> <p>Qualitative iterative data analysis.</p> <p>Triangulation of data deriving from document review, interviews, and group discussions.</p> <p>Quantitative analysis of survey data.</p>

	<p>Programmatic and process innovation to improve CP delivery.</p> <p>Gaps in efficiency still to be considered.</p> <p>Private sector engagement in resourcing</p> <p>Donor funding and potential earmarking</p> <p>Distribution of RR and OR resourcing with CPD priorities.</p>	<p>3.3.1 Evidence of innovative resource mobilization strategies used by UNICEF.</p> <p>3.3.1 Evidence from document review of distribution of RR and OR resources with CPD priorities.</p>		
<b>Effectiveness – To assess the extent the programme outputs have contributed to immediate developmental changes and longer-term results at the outcome level</b>				
<p><b>4.0 To what extent is UNICEF through its strategies, operations, partnerships, and advocacy managing to effectively contribute to results for children’s well-being?</b></p> <p>4.1 What external and internal enabling/restrictive factors affected its contribution? How does UNICEF’s positioning enable/restricted itself to deliver results?</p> <p>4.2 To what extent has UNICEF positioned itself among the most influencing stakeholders to achieve results for children? To what extent has UNICEF positioned itself to contribute to policy change?</p> <p>4.3 To what extent has UNICEF positioning in the general public, CSOs, and private sector</p>	<p>Analysis of internal and external environment and enabling and disabling factors</p> <p>Distribution and organization of UNICEF resourcing and capacities at national and subnational levels for CPD implementation.</p> <p>Coordination within and among levels internally and externally</p> <p>Partnership model and range of existing and potential future partnerships at national and subnational levels</p> <p>Private sector engagement and perceptions</p> <p>Contribution of UNICEF to policy change and advocacy by virtue of its strategic</p>	<p>4.1.1. Number of beneficiaries reached (disaggregated by sex and disability) comparing planned vs actual.</p> <p>4.1.2 Evidence from pre-existing and quantitative data regarding sufficient achievement of intended results</p> <p>4.1.3 Documentation evidence cites the extent to which the TP implementation led to unexpected positive results.</p> <p>4.1.4 Extent to which partnerships and coordination within and among levels. Internally and externally enabled achievement of results.</p> <p>4.2.1 Documentation evidence cites the extent to which the TP implementation led to institutional commitment and/or policy changes in priority areas among the most influential stakeholders.</p>	<p>Document review: Internal monitoring results framework, workplans, Annual and donor reports and financial reports, youth monitoring database.</p> <p>Qualitative data from Government, UNICEF, UN Agencies, private sector, Implementing Partners, Municipalities, and Youth</p> <p>Youth (community members) FGDs</p> <p>Youth Engagement Survey</p> <p>Social network analysis</p>	<p>Document Review to identify themes among documentation sources for comparison.</p> <p>Semi-Structured Interviews with Key Informants with analysis via Qualitative Iterative Data Analysis.</p> <p>ToC analysis and contribution analysis tracing activities to results.</p> <p>Quantitative analysis of survey data.</p> <p>Triangulation between data sources, data collection</p>

<p>enabled the delivery of results for children?</p> <p>4.4 To what extent is UNICEF successfully introducing and implementing innovative models to be delivered at scale through national systems? How? What is enabling/restricting the introduction and implementation of these innovative interventions?</p>	<p>positioning within the country – disaggregated by national level and subnational level positioning.</p> <p>Limitations for policy change</p> <p>Partnership model – strategic, technical, and operational engagements.</p> <p>UNICEF’s perception among partners, and how it has been leveraged (or not) to achieve outcomes.</p> <p>Future expectations of partners for UNICEF role and positioning – especially with respect to youth and climate change or Roma programming.</p> <p>Contributions to System Strengthening at national and subnational levels.</p> <p>Subnational engagement with municipalities and local partners for implementation.</p> <p>Roma and Climate Change Programming</p> <p>Innovative and scalable change strategies and extent of their success and replicability</p> <p>Responsiveness to the localization agenda</p> <p>Identification of system bottlenecks</p>	<p>4.2.2 Evidence in document review of sustained public expenditure in UNICEF prioritized areas among the most influential stakeholders</p> <p>4.3.1 Stakeholder perceptions of UNICEF’s comparative advantage to achieving results for children.</p> <p>4.3.2 Evidence in documentation of UNICEF contributing to changes in policy and advocacy by virtue of its strategic positioning – disaggregated by national level and subnational level positioning.</p> <p>4.4.1 Stakeholder perceptions regarding programme results as having been achieved and contributing to overall positive change in children and youth in Türkiye.</p> <p>4.4.2 Perceptions of partners and public on the role of UNICEF and its future positioning, particularly towards Roma and youth and climate change programming.</p> <p>4.4.3 Stakeholders are able to identify unintended positive outcomes from programme interventions or unintended outcomes are included in programme documentation.</p> <p>4.4.4 Evidence in documentation of internal/external factors influencing results.</p> <p>4.4.5 Evidence of UNICEF creating innovative partnership models to deliver results for children.</p>		<p>techniques, and data types according to principles of iterative analysis.</p>
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<b>Sustainability: To assess the extent to which the benefits gained from programme interventions can be sustained and continued after UNICEF engagement.</b>				
<p><b>5.0 To what extent does UNICEF manage to ensure sustained political, financial, and institutional commitment in priority areas within the most influential stakeholders?</b></p>	<p>Government commitments to targeted children’s issues along five dimensions – Ownership, Policy, Resourcing, Institutionalization and Staffing Capacity – national and subnational.</p>	<p>5.1.1 Evidence of UNICEF’s recommendations or programming incorporated in governments strategies and policy documents, budgets?</p>	<p>Document review: Programme reports, thematic evaluations, Donor reports. Lessons learned reports.</p>	<p>Document Review to identify themes among documentation sources for comparison.</p>
<p>5.1 To what extent has UNICEF leveraged its positioning to successfully influence sustained public expenditure in prioritized areas?</p>	<p>Strategic partnerships at national and sub-national levels for sustained impact, including with the private sector.</p>	<p>5.1.2 Evidence of government commitments targeting children’s issues along the five dimensions – Ownership, Policy, Resourcing, Institutionalization, and Staffing Capacity at national and subnational levels.</p>	<p>Qualitative data from Government, UNICEF, and UN Agencies, private sector, and implementing partners.</p>	<p>Semi-Structured Interviews with Key Informants with analysis via Qualitative Iterative Data Analysis.</p>
<p>5.2 To what extent has UNICEF built strategic partnerships (technical and advocacy) to ensure sustained results of UNICEF’s supported national programmes and policies? To what extent have results achieved contributed to system building and strengthening at sub-national level (provinces and municipalities)?</p>	<p>Innovative models and partnerships for financing and scaling up.</p>	<p>5.2.1 Evidence of strategic and innovative partnerships at national and sub-national level for sustained impact, including with private sector.</p>	<p>Youth (community members) FGDs</p>	<p>ToC analysis and contribution analysis.</p>
<p>5.3 To what extent is UNICEF able to partner with key stakeholders or influence them to ensure that innovative models are properly resourced over time to be scaled up in the country?</p>	<p>Potential implications, and limitations, for sustainability of the distribution and organization of UNICEF resourcing and capacities at national and subnational levels within a reduced resourcing environment in the next CPD.</p>	<p>5.2.2 Evidence of strengthened institutional capacities among government (national/ sub-national levels) and local partners to continue achieving outcomes.</p>	<p>Youth Engagement survey</p>	<p>Quantitative analysis of survey data.</p>
<p><b>6. Has the integration of humanitarian and development aspects under one plan resulted in a more integrated approach and made the transition from humanitarian to development interventions easier?</b></p>	<p>Partnership model – strategic, technical, and operational engagements.</p>	<p>5.2.3 Stakeholders perceive that Central/ sub-national levels capacity to continue TP objectives in a self-sustained manner including: ownership, resourcing, implementation guidelines, and appropriate systems.</p>	<p>Social network analysis</p>	<p>Triangulation between data sources, data collection techniques, and data types according to principles of iterative analysis</p>
	<p>Sustainability of UNICEF’s partnerships</p>	<p>5.3.1 Evidence of UNICEF partners prioritizing resources to ensure sustainability and scale up of innovative models.</p>		
	<p>Private Sector engagement for implementation.</p>	<p>6.1 Evidence of plans ensuring smooth transition from humanitarian to development.</p>		
	<p>System strengthening outcomes – disaggregated by national and subnational levels.</p>	<p>6.2 Feasibility of the Accountability to Affected Populations (AAP)</p>		

	<p>Extent of integration between humanitarian and development programming, partnerships, and coordination.</p> <p>Identification of bottleneck within the nexus for integrated programming.</p> <p>Feasibility of the Accountability to Affected Populations (AAP) mechanisms to the development context and potential adjustments.</p>	mechanisms to the development context and potential adjustments.		
<b>Coherence: To assess the degree to which UNICEF programming is internally consistent and externally coordinated with other actors and partners</b>				
<p><b>7.0 To what extent do UNICEF's results fit with the national government priorities at the central and decentralized level?</b></p> <p>7.1 To what extent was the Türkiye Country Programme (2021-2025) aligned with the 11th National Development Plan and sector development plans given the country, priorities, and needs?</p> <p>7.2 To what extent other stakeholders, including UN Agencies, IFIs, INGOs, CSOs, and other development partners supported or undermined UNICEF's action in the country?</p> <p>7.3 To what extent has advocacy and programmatic work triggered synergies, complementarities with other stakeholders to support UNICEF advocacy and programmatic work?</p>	<p>Policy Alignment – National and Subnational levels</p> <p>Alignment at national and subnational levels with the 12<sup>th</sup> Development plan.</p> <p>UNSDCF Alignment - Alignment of UNICEF's approach to targeting and prioritization with that of relevant UN-wide response, and broader frameworks, such as CRC, CEDAW, Human Rights based approach.</p> <p>External synergies and complementarities with UNICEF.</p> <p>Private Sector engagement for CPD programming</p> <p>Degree of coordination and collaboration with external actors</p>	<p>6.1.1 Evidence of TP alignment with national policies (at national and sub-national levels).</p> <p>6.2.1 Evidence of alignment of UNICEF's approach to targeting and prioritization with that of relevant UN-wide response, and broader frameworks, such as CRC, CEDAW, and Human Rights based approach.</p> <p>5.3.1 Evidence of the existence of logical framework for each component sufficiently connecting activities to strategic objectives</p> <p>5.3.2 Evidence in documentation of how CPD ToCs can demonstrate a cohesive and complementary approach to all programme components.</p> <p>6.3.3 Stakeholders can cite examples of synergies and complementarities with UNICEF.</p> <p>6.3.4 Stakeholders perceive that UNICEF has maximized</p>	<p>Document review: ToCs, Program Designs, internal monitoring results framework, donor project reports.</p> <p>Qualitative interviews from UNICEF personnel regarding Intersectorality.</p> <p>Social network analysis</p>	<p>Document Review to identify themes among documentation sources for comparison.</p> <p>Semi-Structured Interviews with Key Informants with analysis via Qualitative Iterative Data Analysis</p> <p>ToC and Contribution Analysis.</p> <p>Triangulation between data sources, data collection techniques, and data types according to principles of iterative analysis</p>

	Degree of internal coordination and collaboration to ensure coherent external engagement with stakeholders.	Intersectorality in its programming and cannot cite examples of significant gaps in programming for addressing synergy.		
<b>Gender and Equity: To assess to which these cross-cutting themes are integrated throughout programming in the CPD</b>				
<p><b>8.0 To what extent are gender and equity integrated in the implementation of UNICEF actions?</b></p> <p><b>9.0 How well is UNICEF leveraging its position to promote gender and/or equity in evidence generation, policies, and programming?</b></p>	<p>Extent of integration of gender and equity principles in UNICEF actions</p> <p>UNICEF leveraging to promote gender inclusion and equity in programming – Partnerships and Advocacy.</p>	<p>7.1 Extent of integration of gender and equity principles in UNICEF actions</p> <p>8.1 Evidence of UNICEF leveraging to promote gender inclusion and equity in programming – Partnerships and Advocacy.</p>	<p>Desk Review: Meeting Minutes, Joint Activity Reports, Donor project reports, UNCT and other UN Agencies report.</p> <p>Qualitative interviews from Government, municipalities, UN Agencies, and UNICEF personnel</p> <p>Youth (Community member) FGDs</p> <p>Youth Engagement survey</p> <p>Social network analysis</p>	<p>Document Review to identify themes among documentation sources for comparison.</p> <p>Semi-Structured Interviews with Key Informants with analysis via Qualitative Iterative Data Analysis</p> <p>ToC and Contribution Analysis.</p> <p>Triangulation between data sources, data collection techniques, and data types according to principles of iterative analysis</p>

## Annex 5: Data Collection Tools

### 5.1 Key Informant Interview Guide – central level

#### Central level Stakeholders - KII Semi Structured Interview Guides

This section lays out the principles that will guide the evaluation team in its selection of Key Informant (KI) participants and its conduct of the KI interviews. The evaluation team will conduct KIIs with participants selected for their first-hand knowledge of the UNICEF programming.

These guides are designed to be a “semi-structured” interview guide. A semi-structured interview guide is one that is intended to provide some guidance to a conversation, but with the flexibility of being modified as needed. As semi-structured guides, the facilitators may engage in probes as themes emerge and the facilitators should have the freedom to follow emergent themes as pertinent to the overall evaluation matrix and the evaluation objectives. It is important to note that not all questions will be considered relevant for all stakeholder groups. Thus, the interviewer should re-phrase the questions as they see fit to make them appropriate for their audiences.

Each section covers a different segment of the Evaluation TOR and Matrix. The facilitator should only cover a segment if the respondent has sufficient experience or insights to address the segment. Some items are only for internal UNICEF stakeholders while others may be asked of all central level stakeholders.

The interviewer should foresee about 1 hour on average for each KII interview. *Not all questions can be asked in all interviews*, therefore, it is important to prioritize which sections are the most information rich with particular stakeholders.

The interviewer should introduce themselves and clarify the purpose of the evaluation, as well as the confidentiality of the interview (i.e. when quoting KIs, attribution will be made to categories of stakeholders, not individuals or organizations)

#### General Guidelines for KIIs for Interviewers

*Establish rapport.* Begin with an explanation of the purpose of the interview, the intended uses of the information and assurances of confidentiality (See introduction below). Except when interviewing technical experts, questioners should avoid jargon.

*Phrase questions carefully* to elicit detailed information. Avoid questions that can be answered by a simple yes or no. For example, questions such as “*Please tell me about the youth programme activities?*” are better than “*Do you know about the youth programme activities?*”

*Use probing techniques.* Encourage informants to detail the basis for their conclusions and recommendations. For example, an informant’s comment, such as “*The youth program has really changed things around here,*” can be probed for more details, such as “*What changes have you noticed?*” “*Who seems to have benefitted most?*” “*Can you give me some specific examples?*”

*Maintain a neutral attitude.* Interviewers should be sympathetic listeners and avoid giving the impression of having strong views on the subject under discussion. Neutrality is essential because some informants, trying to be polite, will say what they think the interviewer wants to hear.

*Minimize translation difficulties.* Sometimes it is necessary to use a translator, which can change the dynamics and add difficulties. For example, differences in status between the translator and

informant may inhibit the conversation. Often information is lost during translation. Difficulties can be minimized by using translators who are not known to the informants, briefing translators on the purposes of the study to reduce misunderstandings, and having translators repeat the informant's comments verbatim.

*Collect Additional Documentation.* During the interview the Key informant may refer to documentation. Ask for copies preferably in digital form, but if unavailable then hard copy. This can help fill in any gaps and add to the existing documentation.

*Thank the key informant.* Thank the key informant for the time given to the interview and the information provided. Suggest that if acceptable, you may need to contact them again to confirm statements or to seek more information.

### **Ethical and Safety Considerations**

Conducting work of this nature requires high ethical standards to ensure that expectations are not raised, confidentiality is maintained, and respondents are treated with dignity and respect, and are never forced to participate or encouraged to speak about subjects that may be traumatising or may put them at risk. This entails:

**Dignity & Respect:** Key Informants understand the purpose of the exercise, the types and intended use of the data that are going to be collected. They are reassured that there will be no repercussions should they choose not to participate.

**Confidentiality:** Key Informants are aware that any reference will be generic to make it impossible to trace information to its individual source. However, the information provided during the interview will be recorded and used for the purpose of the evaluation.

**Safety:** Location and timing are crucial. Discussion is held in a private, non-threatening, and easily accessible and safe place, and at a time that is appropriate to the key informant needs and schedule.

### **KII Interview Introduction (Central Level Stakeholders)**

*We are an evaluation team commissioned by UNICEF to carry out a strategic review of UNICEF's TURKIYE Programme. The purpose of this review is to assess the progress, lessons learned, and recommendations for future improvement of UNICEF's programme in TURKIYE. We are asking you to participate in the review because you are in a position to contribute a relevant and valuable perspective on the functioning of this program so far. If you decide to participate, you will be interviewed by the individuals named above for a duration of approximately 1 hour.*

*Participation is voluntary: Your participation in the interview is voluntary. You can withdraw from the interview after it has begun, for any reason, with no penalty. Participating or not in the interview will not affect the benefits to the organizations or communities from UNICEF.*

*Risks and benefits: This review is designed to help improve the program by learning from the perspectives of everyone involved. You may not benefit personally from being in this research review. There may be uncommon or previously unknown risks. You should report any problems to [\_\_\_\_\_].*

*Confidentiality: The reports from this and the other meetings will collect and summarize the views and opinions of participants without connecting them to specific individuals and without using*

names at any time. Any report of this research will be presented in a way that makes it as difficult as possible for anyone to determine the identity of individuals participating in the review.

Also, to ensure all your feedback are properly transcript and so our evaluation team can make sure not to misinterpret what you are sharing, I would like to request your permission to audio-record this discussion. This audio record will not be shared with anybody else than the evaluation team members, who commit to keep any comments confidential.

If you have any questions, now or at any time in the future, you may call \_\_\_\_\_

Are you willing to be part of this discussion? (verbal response only requested)

Respondent: \_\_\_\_\_

Title and Function: \_\_\_\_\_

Interviewer Name: \_\_\_\_\_

Date: \_\_\_\_\_

Location: \_\_\_\_\_

**Technical Note: The Structure of the Guide is intended to be used iteratively** – the first section contains overarching general questions related to the key themes described in the TOR. The subsequent sections on the evaluation criteria are resources for the facilitator to explore specific themes more deeply with the interviewee depending on the nature of the interview and stakeholder in question. The probes column serves as a reminder of the specific areas of inquiry to be explored with stakeholders related to each question. *Not all areas of inquiry are to be asked of each interviewee*, but specific areas can be addressed with specific stakeholders depending on their degree of knowledge related to each of the areas of inquiry.

For national level stakeholders, the questions need to be prioritized to not take more than 45 minutes for any individual interview.

Criteria	Interview Questions <sup>1</sup>	Probes
<b>GENERAL</b> Specific overview questions on key themes to be explored in detail later. What have been the most noted results, successes, challenges, and comparative advantage of UNICEF		
0.1 Role and Connection	1. What is your current position and in what ways have you interacted with UNICEF programming?	
0.2 Results	2. Thinking back to when this phase of UNICEF programming began, or since you started working in your position, what changes have you seen in the situation of children and youth in Türkiye as a result of UNICEF support?	ECD Youth Social Protection CRM
0.3 Opportunities and Challenges	3. What have been some of the opportunities that UNICEF has recognised? 4. What, if anything, have been some of the biggest challenges facing UNICEF?	
0.4 System Strengthening	5. What are your perceptions regarding UNICEF's support to system strengthening at the national and municipality levels? (Focus on the dimensions that are applicable to the stakeholder interviewed)	National level Municipality levels

<sup>1</sup> Not all questions can be asked in all interviews. Different sections will need to be prioritized from different stakeholders. Blue coded questions should be prioritized in any section.

0.5 Comparative Advantage	6. In your experience, what unique strengths or benefits does UNICEF bring to the context?	
0.6 Changes	7. In your experience, how has UNICEF been able to adapt to changing contexts and emergent needs? What have been some of the bottlenecks for adaptation and flexibility? <ul style="list-style-type: none"> <li>a. Strategic and Political Positioning and adaptiveness</li> <li>b. Responsiveness to emergent requests</li> <li>c. During emergency response situations</li> </ul>	
0.7 Synergy	8. In your experience, how has UNICEF been able to build synergy? What have been some of the multiplier effects of this type of engagement? What have been some of the barriers for building synergy? <ul style="list-style-type: none"> <li>a. Among different activities in the CPD</li> <li>b. Among Government Ministries</li> <li>c. With external development and humanitarian actors</li> </ul>	
0.8 Unintended Effects	9. In your experience, what have been some of the unintended effects of the UNICEF programming approach during this period?	
0.9 Partnerships	10. How is your experience of partnering with UNICEF (strengths and weaknesses)? 11. To what degree has the array of UNICEF partnerships contributed to the CPD outcomes (strengths and weaknesses)?	Private sector Government partners Municipality relationships CSOs National Committee UNICEF
0.10 Clusters/TWGs	12. In your experience, to what degree has UNICEF participated in the clusters and technical working groups through this period? In your experience, to what degree has UNICEF participated in national coordination platforms?	
0.11 Social Protection	13. In your experience, how well linked are the UNICEF field interventions with existing national social protection and development programmes?	
0.12 Strengths and weaknesses	14. What do you see UNICEF as being particularly good at and particularly weak at in this cycle?	
<b>0.13 Future Directions</b>	15. What suggestions or recommendations do you have for UNICEF regarding its next programming cycle?	Youth and climate change Roma programming <sup>2</sup> Organizational Structure
<b>RELEVANCE</b> - To what extent has the TP programme and interventions remained aligned to existing strategies and policies of UN, UNICEF, and Institutions of Türkiye		
<b>1. To what extent is UNICEF responding to the</b>	1.1 How has UNICEF determined their ability to respond to the needs of the most vulnerable vis-	Adolescence and youth

<sup>2</sup> The deep dive separate assessments of future programming options with Roma and Climate Change case studies are exploring similar lines of questions – but with a forward-looking focus. They are inserted here as reflection of forward-looking themes, not themes to explore performance under the current CPD.

<p><b>(changing) needs of the most vulnerable throughout programme implementation, including its humanitarian-development nexus work?</b></p>	<p>à-vis other stakeholders? Are there any needs that are not prioritized by UNICEF that have been identified and responded to by other stakeholders?</p> <p>1.2 To what extent has UNICEF’s positioning in the country and implementation strategies enabled itself to respond to those needs?</p> <p>1.3 What are the comparative advantages of UNICEF in the identification, advocacy, and programmatic work in relation to other actors in the country? Are these strengths a result of UNICEF institutional features or are they specific to the Country Office?</p>	<p>Roma and Climate Change Programming<sup>3</sup></p> <p>Inclusiveness of UNICEF approach</p> <p>Evolving needs in the country</p> <p>Strategic positioning with respect to public sector stakeholders including identifying potential new sectors.</p> <p>UNICEF’s perception among public, partners, and youth, and how it has been leveraged (or not) to achieve outcomes.</p>
<p><b>2. To what extent has UNICEF been able to respond to the shifts caused by external shocks, crises, or major socio-economic and political changes? What enabled/restricted UNICEF to adapt to those shocks?</b></p>	<p>2.1 What is the frequency and quality of assessments/analysis conducted of the changing context and how does this feed into programming?</p> <p>2.2 To what extent is UNICEF sufficiently responding to emerging needs by the government including humanitarian or emergency responses? (Note: exclude discussions of the L3 if possible).</p> <p>2.3 How flexible is UNICEF to allow adaptation as necessary to changes in the context.</p>	<p>UNICEF contributions to the Nexus and the linkages between UNICEF humanitarian response to longer term development</p> <p>Extent of UNICEF’s comparative advantages and how it has been leveraged within the country programme.</p> <p>Responsiveness of UNICEF with respect to needs and its unique positioning.</p> <p>Adaptability of UNICEF’s CP in faces of major shocks – including socio-economic situation.</p>
<p><b>EFFICIENCY</b> – to assess the programme timely and cost-efficient implementation and result based management</p>		
<p><b>3. Are UNICEF’s resources enabling the best delivery of the country programme as per identified priorities?</b></p>	<p>3.1 What is taken into consideration to identify the most cost-effective strategies? To what extent is UNICEF positioning in the country taken into consideration to identify those strategies?</p> <p>3.2 Has UNICEF introduced innovative efficiency measures to enable it to be more effective? Which ones and how?</p> <p>3.3 In your perspective, does UNICEF provide good value for money? (Meaning does UNICEF deliver the expected results within the allocated budget?)</p>	<p>Extent of appropriateness of allocated budget and its strategic targeting, especially in competing humanitarian-development priorities.</p> <p>Determination of ‘value for money’- comparing delivery of expected results with associated budget allocations.</p> <p>Identification of ‘extra-economic considerations’</p>

<sup>3</sup> The deep dive separate assessments of future programming options with Roma and Climate Change case studies are exploring similar lines of questions – but with a forward-looking focus. They are inserted here as reflection of forward-looking themes, not themes to explore performance under the current CPD.

	<p>3.4 To what extent were the financial resources allocated in alignment to the defined priorities? Are available financial resources (RR, OR) affecting strategic allocation of the resources to priorities and programme implementation and the humanitarian-development nexus work?</p>	<p>in the identification of cost-effective strategies, including implications for UNICEF's strategic positioning.</p> <p>Factors influencing budgeting and implementation decisions including 'extra-economic considerations.</p> <p>UNICEF's perception among stakeholders, and how it has been leveraged (or not) to achieve resourcing.</p> <p>Change strategies with highest return on investment.</p> <p>Programmatic and process innovation to improve CP delivery.</p> <p>Gaps in efficiency still to be considered.</p> <p>Private sector engagement in resourcing</p> <p>Donor funding and potential earmarking</p> <p>Distribution of RR and OR resourcing with CPD priorities.</p>
<p><b>EFFECTIVENESS</b> – evaluating the extent the programme outputs have contributed to immediate development changes and results at the outcome level</p>		
<p><b>4. To what extent is UNICEF through its strategies, operations, partnerships, and advocacy managing to effectively contribute to results for children's well-being?</b></p>	<p>4.1 What external and internal enabling/restrictive factors affected its contribution? How UNICEF's positioning enable/restricted itself to deliver results?</p> <p>4.2 To what extent has UNICEF positioned itself among the most influencing stakeholder to achieve results for children? To what extent has UNICEF positioned itself to contribute to policy change?</p> <p>4.3 To what extent has UNICEF positioning in the general public, CSOs, and private sector enabled the delivery of results for children?</p> <p>4.4 To what extent is UNICEF successfully introducing and implementing innovative models to be delivered at scale through national systems? How? What is enabling/restricting the introduction and implementation of these innovative interventions?</p>	<p>Analysis of internal and external environment and enabling and disabling factors</p> <p>Distribution and organization of UNICEF resourcing and capacities at national and subnational levels for CPD implementation.</p> <p>Coordination within and among levels internally and externally</p> <p>Partnership model and range of existing and potential future partnerships at national and subnational levels</p> <p>Private sector engagement and perceptions</p>

		<p>Contribution of UNICEF to policy change and advocacy by virtue of its strategic positioning within the country – disaggregated by national level and subnational level positioning.</p> <p>Limitations for policy change</p> <p>Partnership model – strategic, technical, and operational engagements.</p> <p>UNICEF’s perception among partners, and how it has been leveraged (or not) to achieve outcomes.</p> <p>Future expectations of partners for UNICEF role and positioning – especially with respect to youth and climate change or Roma programming.</p> <p>Contributions to System Strengthening at national and subnational levels.</p> <p>Subnational engagement with municipalities and local partners for implementation.</p> <p>Roma and Climate Change Programming</p> <p>Innovative and scalable change strategies and extent of their success and replicability</p> <p>Responsiveness to the localization agenda</p> <p>Identification of system bottlenecks</p>
<p><b>SUSTAINABILITY</b> – To evaluate the extent to which the programme interventions can be scaled up, and to what extent the capacity of the Türkiye Institutions and partners will ensure the sustainability of the programme initiatives and appropriate UNICEF exit strategies</p>		
<p><b>5. To what extent does UNICEF manage to ensure sustained political, financial, and institutional commitment in priority areas within the most influential stakeholders?</b></p>	<p>5.1 To what extent has UNICEF leveraged its positioning to successfully influence sustained public expenditure in prioritized areas?</p> <p>5.2 To what extent has UNICEF built strategic partnerships (technical and advocacy) to ensure sustained results of UNICEF’s supported national programmes and policies? To what extent have results achieved contributed to</p>	<p>Government commitments to targeted children’s issues along five dimensions – Ownership, Policy, Resourcing, Institutionalization and Staffing Capacity – national and subnational.</p> <p>Strategic partnerships at</p>

	<p>system building and strengthening at sub-national level (provinces and municipalities)?</p> <p>5.3 To what extent is UNICEF able to partner with key stakeholders or influence them to ensure that innovative models are properly resourced over time to be scaled up in the country?</p>	<p>national and sub-national levels for sustained impact, including with the private sector.</p> <p>Innovative models and partnerships for financing and scaling up.</p> <p>Potential implications, and limitations, for sustainability of the distribution and organization of UNICEF resourcing and capacities at national and subnational levels within a reduced resourcing environment in the next CPD.</p> <p>Partnership model – strategic, technical, and operational engagements.</p> <p>Sustainability of UNICEF’s partnerships</p> <p>Private Sector engagement for implementation.</p> <p>System strengthening outcomes – disaggregated by national and subnational levels.</p>
<p><b>6. Has the integration of humanitarian and development aspects under one plan resulted in a more integrated approach and made the transition from humanitarian to development interventions easier?</b></p>	<p>6.1 What measures has UNICEF taken to ensure smooth transition from humanitarian to development in its work in Türkiye?</p> <p>6.2 How relevant are existing AAP mechanisms to the development context? What potential adjustments are needed (if any)?</p>	<p>Extent of integration between humanitarian and development programming, partnerships, and coordination.</p> <p>Identification of bottleneck within the nexus for integrated programming.</p> <p>Feasibility of the Accountability to Affected Populations (AAP) mechanisms to the development context and potential adjustments.</p>
<p><b>Coherence</b> – to assess the degree to which UNICEF programming is internally coherent and complimentary with other actors and partners</p>		
<p><b>7. To what extent do UNICEF’s results fit with the national government priorities at the central and decentralised level?</b></p>	<p>7.1 To what extent was the Türkiye Country Programme (2021-2025) aligned with the 11th National Development Plan and sector development plans given the country, priorities, and needs?</p>	<p>Policy Alignment – National and Subnational levels</p> <p>Alignment at national and subnational levels with the 12<sup>th</sup> Development plan.</p>

	<p>7.2 To what extent have other stakeholders, including UN Agencies, IFIs, INGOs, CSOs, and other development partners supported or undermined UNICEF’s action in the country?</p> <p>7.3 To what extent has advocacy and programmatic work triggered synergies, complementarities with other stakeholders to support UNICEF advocacy and programmatic work?</p>	<p>UNSDCF Alignment - Alignment of UNICEF’s approach to targeting and prioritization with that of relevant UN-wide response, and broader frameworks, such as CRC, CEDAW, Human Rights based approach.</p> <p>External synergies and complementarities with UNICEF.</p> <p>Private Sector engagement for CPD programming</p> <p>Degree of coordination and collaboration with external actors</p> <p>Degree of internal coordination and collaboration to ensure coherent external engagement with stakeholders.</p>
<b>Gender and Equity</b>		
<p><b>8.1 To what extent are gender and equity integrated in the implementation of UNICEF actions?</b></p> <p><b>9.1 How well is UNICEF leveraging its position to promote gender and/or equity in evidence generation, policies, and programming?</b></p>	<p>8.1 To what extent has UNICEF integrated gender and equity into its actions?</p> <p>9.1 To what extent has UNICEF leveraging its positioning to promote gender inclusion and equity in programming through its partnerships and advocacy work?</p>	<p>Extent of integration of gender and equity principles in UNICEF actions</p> <p>UNICEF leveraging to promote gender inclusion and equity in programming – Partnerships and Advocacy.</p>

## 5.2 Key Informant Interview Guide – Subnational Level

### Subnational Level Stakeholders

This section lays out the principles that will guide the evaluation team in its selection of Key Informant (KI) participants and its conduct of the KI interviews. The evaluation team will conduct KIIs with participants selected for their first-hand knowledge of the UNICEF programming.

These guides are designed to be a “semi-structured” interview guide. A semi-structured interview guide is one that is intended to provide some guidance to a conversation, but with the flexibility of being modified as needed. As semi-structured guides, the facilitators may engage in probes as themes emerge and the facilitators should have the freedom to follow emergent themes as pertinent to the overall evaluation matrix and the evaluation objectives. It is important to note that not all questions will be considered relevant for all stakeholder groups. Thus, the interviewer should re-phrase the questions as they see fit to make them appropriate for their audiences.

Each section covers a different segment of the Evaluation TOR and Matrix. The facilitator should only cover a segment if the respondent has sufficient experience or insights to address the segment. Some items are only for internal UNICEF stakeholders while others may be asked of all Prishtina level stakeholders.

The interviewer should foresee about 1 hour on average for each KII interview. *Not all questions can be asked in all interviews*, therefore, it is important to prioritize which sections are the most information rich with particular stakeholders.

The interviewer should introduce themselves and clarify the purpose of the evaluation, as well as the confidentiality of the interview (i.e. when quoting KIs, attribution will be made to categories of stakeholders, not individuals or organizations)

### General Guidelines for KIIs

*Establish rapport.* Begin with an explanation of the purpose of the interview, the intended uses of the information and assurances of confidentiality (See introduction below). Except when interviewing technical experts, questioners should avoid jargon.

*Phrase questions carefully* to elicit detailed information. Avoid questions that can be answered by a simple yes or no. For example, questions such as “*Please tell me about the youth programme activities?*” are better than “*Do you know about the youth programme activities?*”

*Use probing techniques.* Encourage informants to detail the basis for their conclusions and recommendations. For example, an informant’s comment, such as “*The youth program has really changed things around here,*” can be probed for more details, such as “*What changes have you noticed?*” “*Who seems to have benefitted most?*” “*Can you give me some specific examples?*”

*Maintain a neutral attitude.* Interviewers should be sympathetic listeners and avoid giving the impression of having strong views on the subject under discussion. Neutrality is essential because some informants, trying to be polite, will say what they think the interviewer wants to hear.

*Minimize translation difficulties.* Sometimes it is necessary to use a translator, which can change the dynamics and add difficulties. For example, differences in status between the translator and informant may inhibit the conversation. Often information is lost during translation. Difficulties can be minimized by using translators who are not known to the informants, briefing translators on the

purposes of the study to reduce misunderstandings, and having translators repeat the informant's comments verbatim.

*Collect Additional Documentation.* During the interview the Key informant may refer to documentation. Ask for copies preferably in digital form, but if unavailable then hard copy. This can help fill in any gaps and add to the existing documentation.

*Thank the key informant.* Thank the key informant for the time given to the interview and the information provided. Suggest that if acceptable, you may need to contact them again to confirm statements or to seek more information.

## **Ethical and Safety Considerations**

Conducting work of this nature requires high ethical standards to ensure that expectations are not raised, confidentiality is maintained, and respondents are treated with dignity and respect, and are never forced to participate or encouraged to speak about subjects that may be traumatising or may put them at risk. This entails:

Dignity & Respect: Key Informants understand the purpose of the exercise, the types and intended use of the data that are going to be collected. They are reassured that there will be no repercussions should they choose not to participate.

Confidentiality: Key Informants are aware that any reference will be generic to make it impossible to trace information to its individual source. However, the information provided during the interview will be recorded and used for the purpose of the evaluation.

Safety: Location and timing are crucial. Discussion is held in a private, non-threatening, and easily accessible and safe place, and at a time that is appropriate to the key informant needs and schedule.

## **KII Interview Introduction (Local Level Stakeholders)**

*We are an evaluation team commissioned by UNICEF to carry out a strategic review of UNICEF's TURKIYE Programme. The purpose of this review is to assess the progress, lessons learned, and recommendations for future improvement of UNICEF's programme in TURKIYE. We are asking you to participate in the review because you are in a position to contribute a relevant and valuable perspective on the functioning of this program so far. If you decide to participate, you will be interviewed by the individuals named above for a duration of approximately 1 hour.*

*Participation is voluntary: Your participation in the interview is voluntary. You can withdraw from the interview after it has begun, for any reason, with no penalty. Participating or not in the interview will not affect the benefits to the schools and communities from UNICEF.*

*Risks and benefits: This review is designed to help improve the program by learning from the perspectives of everyone involved. You may not benefit personally from being in this research review. There may be uncommon or previously unknown risks. You should report any problems to [\_\_\_\_\_].*

*Confidentiality: The reports from this and the other meetings will collect and summarize the views and opinions of participants without connecting them to specific individuals and without using names at any time. Any report of this research will be presented in a way that makes it as difficult as possible for anyone to determine the identity of individuals participating in the review.*

Also, to ensure all your feedback are properly transcript and so our evaluation team can make sure not to misinterpret what you are sharing, I would like to request your permission to audio-record this discussion. This audio record will not be shared with anybody else than the evaluation team members, who commit to keep any comments confidential.

If you have any questions, now or at any time in the future, you may call \_\_\_\_\_

Are you willing to be part of this discussion? (verbal response only requested)

Respondent: \_\_\_\_\_

Title and Function: \_\_\_\_\_

Interviewer Name: \_\_\_\_\_

Date: \_\_\_\_\_

Location: \_\_\_\_\_

**Technical Note: The Structure of the Guide is intended to be used iteratively** – the first section contains overarching general questions related to the key themes described in the TOR. The subsequent sections on the evaluation criteria are resources for the facilitator to explore specific themes more deeply with the interviewee depending on the nature of the interview and stakeholder in question. The probes column serves as a reminder of the specific areas of inquiry to be explored with stakeholders related to each question. *Not all areas of inquiry are to be asked of each interviewee*, but specific areas can be addressed with specific stakeholders depending on their degree of knowledge related to each of the areas of inquiry.

The intended length of time for a KII should be no more than 60 minutes – questions should be prioritized accordingly to best match the respondent’s particular knowledge.

Criteria	Interview Questions <sup>1</sup>	Probes
<b>GENERAL</b> Specific overview questions on key themes to be explored in detail later. What have been the most noted results, successes, challenges, and comparative advantage of UNICEF		
0.1 Role and Connection	1. What is your current position and in what ways have you interacted with UNICEF programming?	
0.2 Results	2. Thinking back to when this phase of UNICEF programming began, or since you started working in your position, what changes have you seen in the situation of children and youth in Türkiye as a result of UNICEF support?	ECD Youth Social Protection CRM
0.3 Opportunities and Challenges	3. What have been some of the opportunities that UNICEF has recognised? 4. What, if anything, have been some of the biggest challenges facing UNICEF?	
0.4 System Strengthening	5. What are your perceptions regarding how the system strengthening efforts at the municipalities? What are some barriers to sub-national capacity strengthening? (Focus on the dimensions that are applicable to the stakeholder interviewed)	National level Municipality levels

<sup>1</sup> Not all questions can be asked in all interviews. Different sections will need to be prioritized from different stakeholders. Blue coded questions should be prioritized in any section.

0.5 Comparative Advantage	6. In your experience, what would be UNICEF's comparative advantage in the context?	
0.6 Changes	7. In your experience, how has UNICEF been able to adapt to changing contexts and emergent needs? What have been some of the bottlenecks for adaptation and flexibility?	
0.7 Synergy	8. In your experience, how has UNICEF been able to build synergy?	
0.8 Unintended Effects	9. In your experience, what have been some of the unintended effects of the UNICEF programming during this period?	
0.9 Partnerships	10. How is your experience of partnering with UNICEF (strengths and weaknesses)? 11. To what degree has the array of UNICEF partnerships contributed to the CPD outcomes (strengths and weaknesses)?	Private sector Government partners Municipality relationships Project participants CSOs
0.11 Social Protection	12. In your experience, how well linked are the UNICEF field interventions with existing municipality social protection and education programmes?	
0.12 Strengths and weaknesses	13. What do you see UNICEF as being particularly good at and particularly weak at in this cycle?	
<b>0.13 Future Directions</b>	14. What suggestions or recommendations do you have for UNICEF regarding its next programming cycle? Especially in the context of reduced funding?	Youth and climate change Roma programming <sup>2</sup> Organizational Structure
<b>RELEVANCE</b> - To what extent has the TP programme and interventions remained aligned to existing strategies and policies of UN, UNICEF, and Institutions of Türkiye		
<b>1. To what extent is UNICEF responding to the (changing) needs of the most vulnerable throughout programme implementation, including its humanitarian-development nexus work?</b>	1.1 How has UNICEF determined their ability to respond to the needs of the most vulnerable vis-à-vis other stakeholders? Are there any needs that are not prioritized by UNICEF that have been identified and responded to by other stakeholders?	Adolescence and youth  Roma and Climate Change Programming <sup>3</sup>  Inclusiveness of UNICEF approach  Evolving needs
	1.2 To what extent has UNICEF's positioning in the country and implementation strategies enabled itself to respond to those needs?  1.3 What are the comparative advantages of UNICEF?	UNICEF's perception among public, partners, and youth, and how it has been leveraged (or not) to achieve outcomes.  UNICEF contributions to the Nexus and the linkages between UNICEF humanitarian response to longer term development
<b>2. To what extent has UNICEF been able to respond to the shifts caused by external shocks, crises, or major socio-economic and</b>	2.2 To what extent is UNICEF sufficiently responding to emerging needs	Extent of UNICEF's comparative advantages and how it has been leveraged
	2.3 How flexible is UNICEF to allow adaptation as necessary to changes in the context.	

<sup>2</sup> The deep dive separate assessments of future programming options with Roma and Climate Change case studies are exploring similar lines of questions – but with a forward-looking focus. They are inserted here as reflection of forward-looking themes, not themes to explore performance under the current CPD.

<sup>3</sup> The deep dive separate assessments of future programming options with Roma and Climate Change case studies are exploring similar lines of questions – but with a forward-looking focus. They are inserted here as reflection of forward-looking themes, not themes to explore performance under the current CPD.

<p><b>political changes? What enabled/restricted UNICEF to adapt to those shocks?</b></p>		<p>Adaptability of UNICEF's CP in faces of major shocks – including socio-economic situation.</p>
<p><b>EFFECTIVENESS</b> – evaluating the extent the programme outputs have contributed to immediate development changes and results at the outcome level</p>		
<p><b>4. To what extent is UNICEF through its strategies, operations, partnerships, and advocacy managing to effectively contribute to results for children's well-being?</b></p>	<p>4.1 What external and internal enabling/restrictive factors affected UNICEF's results in the municipality?</p> <p>4.2 In your perspective, does UNICEF provide good value for money? (Meaning does UNICEF deliver the expected results within the allocated budget?)</p> <p>4.3 To what extent has UNICEF positioned itself among the most influencing stakeholder to achieve results for children in the municipality?</p> <p>4.4 To what extent has UNICEF positioning in the municipality, among CSOs, and private sector enabled the delivery of results for children?</p>	<p>Analysis of internal and external environment and enabling and disabling factors</p> <p>Coordination within and among levels internally and externally</p> <p>Partnership model and range of existing and potential future partnerships at national and subnational levels</p> <p>Private sector engagement and perceptions</p> <p>Contribution of UNICEF to policy change and advocacy by virtue of its strategic positioning within the country – disaggregated by national level and subnational level positioning.</p> <p>Limitations for policy change</p> <p>Partnership model – strategic, technical, and operational engagements.</p> <p>UNICEF's perception among partners, and how it has been leveraged (or not) to achieve outcomes.</p> <p>Future expectations of partners for UNICEF role and positioning – especially with respect to youth and climate change or Roma programming.</p> <p>Contributions to System Strengthening at national and subnational levels.</p> <p>Subnational engagement with municipalities and local partners for implementation.</p> <p>Roma and Climate Change Programming</p> <p>Innovative and scalable change strategies and extent of their success and replicability</p> <p>Responsiveness to the localization agenda</p>

		Identification of system bottlenecks
<b>SUSTAINABILITY</b> – To evaluate the extent to which the programme interventions can be scaled up, and to what extent the capacity of the Türkiye Institutions and partners will ensure the sustainability of the programme initiatives and appropriate UNICEF exit strategies		
<b>5. To what extent does UNICEF manage to ensure sustained political, financial, and institutional commitment in priority areas within the most influential stakeholders?</b>	<p>5.1 To what extent has UNICEF leveraged its positioning to successfully influence prioritized areas?</p> <p>5.2 To what extent has UNICEF built strategic partnerships (technical and advocacy) to ensure sustained results of UNICEF’s supported municipal programmes?</p> <p>5.3 To what extent have results achieved contributed to system building and strengthening at sub-national level (provinces and municipalities)?</p> <p>5.3 To what extent is UNICEF able to partner with key stakeholders or influence them to ensure that innovative models are properly resourced over?</p>	<p>Government commitments to targeted children’s issues along five dimensions – Ownership, Policy, Resourcing, Institutionalization and Staffing Capacity – national and subnational.</p> <p>Strategic partnerships at national and sub-national levels for sustained impact, including with the private sector.</p> <p>Innovative models and partnerships for financing and scaling up.</p> <p>Potential implications, and limitations, for sustainability of the distribution and organization of UNICEF resourcing and capacities at subnational levels within a reduced resourcing environment in the next CPD.</p> <p>Partnership model – strategic, technical, and operational engagements.</p> <p>Sustainability of UNICEF’s partnerships</p> <p>Private Sector engagement for implementation.</p> <p>System strengthening outcomes – disaggregated by subnational levels.</p>
<b>6. Has the integration of humanitarian and development aspects under one plan resulted in a more integrated approach and made the transition from humanitarian to development interventions easier?</b>	<p>6.1 What measures has UNICEF taken to ensure smooth transition from humanitarian to development in its work in the municipality?</p> <p>6.2 How relevant are existing AAP mechanisms to the development context? What potential adjustments are needed (if any)?</p>	<p>Extent of integration between humanitarian and development programming, partnerships, and coordination.</p> <p>Identification of bottleneck within the nexus for integrated programming.</p> <p>Feasibility of the Accountability to Affected Populations (AAP) mechanisms to the development context and potential adjustments.</p>
<b>Gender and Equity</b>		

<p><b>8.1 To what extent are gender and equity integrated in the implementation of UNICEF actions?</b></p> <p><b>9.1 How well is UNICEF leveraging its position to promote gender and/or equity in evidence generation, policies, and programming?</b></p>	<p>8.1 To what extent has UNICEF integrated gender and equity into its actions?</p> <p>9.1 To what extent has UNICEF leveraging its positioning to promote gender inclusion and equity in programming through its partnerships and advocacy work?</p>	<p>Extent of integration of gender and equity principles in UNICEF actions</p> <p>UNICEF leveraging to promote gender inclusion and equity in programming – Partnerships and Advocacy.</p>
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## 5.3 Focus Group Discussion Guide

### FGD Municipality Stakeholders

This section lays out the principles that will guide the evaluation team in its selection of Focus Group Discussions. The evaluation team will conduct FGDs with participants selected for their first-hand knowledge of the UNICEF youth programming. The priority is for youth interviews, but the guide will also be used with other direct project participants such as parents or front-line workers (teachers and social workers) at the municipality level.

### FGD Structure and Guidance

These FGDs are designed to be a “semi-structured” interview. A semi-structured interview guide is one that is intended to provide some guidance to a conversation, but with the flexibility of being modified as needed. As semi-structured guides, the facilitators may engage in probes as themes emerge and the facilitators should have the freedom to follow emergent themes as pertinent to the overall evaluation matrix and the evaluation objectives. It is important to note that not all questions will be considered relevant for all stakeholder groups. Thus, the interviewer should re-phrase the questions as they see fit to make them appropriate for their audiences.

For the actual group discussion, the facilitator should re-phrase the questions as they see fit to make them appropriate for their audiences. Questions can also be omitted if they are not relevant to the group or if they do not seem to be generating good data and insights. Semi-structured group discussion guides should be seen as general skeletons, but it is up to the facilitator to provide the “meat” to the conversation. A normal semi-structured discussion guide is organized as follows:

General, open-ended, questions that allow respondents to answer in whatever form comes to their mind first. It is important to note what people say first and to allow them to express themselves in their own words.

The areas of inquiry are to be used as the probes for these conversations but with a specific focus on the Roma and climate change considerations.

These are not to be read as part of the question. Probes are intended to serve to remind the facilitator about items they may wish to inquire about more deeply as follow up.

It is important to elicit concrete examples or instances from respondents as much as possible to be able to later illustrate themes identified in the evaluation report.

Each section covers a different segment of the Evaluation TOR and Matrix. The facilitator should only cover a segment if the respondent has sufficient experience or insights to address the segment. Depending on the youth group and its knowledge/degree of engagement with the youth programme, the facilitator should foresee about 1.5-2 hours on average for each FGD.

The facilitator should introduce itself and clarify the purpose of the evaluation, as well as the confidentiality of the group discussion (i.e. when quoting statements, attribution will be made to categories of stakeholders, not individuals or organizations)

FGDs generally take about 1.5-2 hours each. They should have about 8-10 people in the group. It may take respondents a bit of time to “warm up” and start to feel comfortable with the conversation. For this process, we are focusing on creating conversations. We are interested in having people talk about their impressions of the program: Achievements, challenges, and

aspirations. Anything they talk about is valuable information so feel free to create an informal conversational environment.

The purpose of both FGDs is to get respondents to tell stories or to describe incidents that illustrate their perceptions. As such, a semi-structured discussion guide is being used. The facilitator should try and get people to describe a story that illustrates their points or to mention a specific incident that they remember. Remember to take note of what the stories or and the types of things they mention.

In terms of taking notes and organizing the meeting, it generally works best if people work in pairs where one person is the lead facilitator and has the conversation. The other person is the note-taker. Both should have copies of the discussion guide. The note-taker can also interject comments to touch on items that might have been missed but it generally works better if only one person is running most of the conversation. In many cases, it may not be possible to use a note-taker in which case the facilitator should use their judgement regarding the key points to summarize for each section.

As much as possible, FGDs should be facilitated in the local language rather than through an interpreter.

### General Guidelines for FGD Interviewers

*Establish rapport.* Begin with an explanation of the purpose of the interview, the intended uses of the information and assurances of confidentiality (See introduction below). Except when interviewing technical experts, questioners should avoid jargon.

*Phrase questions carefully* to elicit detailed information. Avoid questions that can be answered by a simple yes or no. For example, questions such as "Please tell me about the youth programme activities?" are better than "Do you know about the youth programme activities?"

*Use probing techniques.* Encourage informants to detail the basis for their conclusions and recommendations. For example, an informant's comment, such as "The youth program has really changed things around here," can be probed for more details, such as "What changes have you noticed?" "Who seems to have benefitted most?" "Can you give me some specific examples?"

*Maintain a neutral attitude.* Interviewers should be sympathetic listeners and avoid giving the impression of having strong views on the subject under discussion. Neutrality is essential because some informants, trying to be polite, will say what they think the interviewer wants to hear.

*Minimize translation difficulties.* Sometimes it is necessary to use a translator, which can change the dynamics and add difficulties. For example, differences in status between the translator and informant may inhibit the conversation. Often information is lost during translation. Difficulties can be minimized by using translators who are not known to the informants, briefing translators on the purposes of the study to reduce misunderstandings, and having translators repeat the informant's comments verbatim.

*Thank the group.* Thank the group members for the time given to the interview and the information provided.

### Ethical and Safety Considerations

Conducting work of this nature requires high ethical standards to ensure that expectations are not raised, confidentiality is maintained, and respondents are treated with dignity and respect, and are never forced to participate or encouraged to speak about subjects that may be traumatising or may put them at risk. This entails:

*Dignity & Respect:* FGD members should understand the purpose of the exercise, the types and intended use of the data that are going to be collected. They are reassured that there will be no repercussions should they choose not to participate.

*Confidentiality:* FGD members are aware that any reference will be generic to make it impossible to trace information to its individual source. However, the information provided during the interview will be recorded and used for the purpose of the evaluation.

*Safety:* Location and timing are crucial. The FGD discussion is held in a private, non-threatening, and easily accessible and safe place, and at a time that is appropriate to the key informant needs and schedule.

### FGD Interview Introduction

*We are an evaluation team commissioned by UNICEF to carry out a strategic review of UNICEF's TURKIYE Programme. The purpose of this review is to assess the progress, lessons learned, and recommendations for future improvement of UNICEF's programme in TURKIYE. We are asking you to participate in the review because you are in a position to contribute a relevant and valuable perspective on the functioning of the UNICEF-sponsored activities. If you decide to participate, you will be interviewed by the individuals named above for a duration of approximately 1.5-2 hours.*

*Participation is voluntary: Your participation in the interview is voluntary. You can withdraw from the interview after it has begun, for any reason, with no penalty. Participating or not in the interview will not affect the benefits to the municipalities, youth, or communities from UNICEF. Risks and benefits: This review is designed to help improve the program by learning from the perspectives of everyone involved. You may not benefit personally from being in this evaluation exercise. There may be uncommon or previously unknown risks. You should report any problems to [\_\_\_\_\_].*

*Confidentiality: The reports from this and the other meetings will collect and summarize the views and opinions of participants without connecting them to specific individuals and without using names at any time. Any report of this research will be presented in a way that makes it as difficult as possible for anyone to determine the identity of individuals participating in the review.*

*Also, to ensure all your feedback are properly transcript and so our evaluation team can make sure not to misinterpret what you are sharing, I would like to request your permission to audio-record this discussion. This audio record will not be shared with anybody else than the evaluation team members, who commit to keep any comments confidential.*

*If you have any questions, now or at any time in the future, you may call \_\_\_\_\_*

*Are you willing to be part of this discussion? (verbal response only requested)*

**Technical Note:** The FGD should be expected to last no more than 90 minutes. Questions and facilitation should prioritize those questions and components most relevant to the specific knowledge of the respondents.

<b>DEMOGRAPHICS</b>	
Date:	
Enumerator:	
Municipality:	
Total #	
Women:	
Men:	
Type of Group (Youth, Refugees (Syrians or others), Asylum seekers Educators, Etc)	
Persons with disabilities present? Y/N and #	

<b>Evaluation Questions and Sub-Questions</b>	<b>Interview Questions</b>	<b>Areas of Inquiry or possible probes</b>
0.0 GENERAL - What have been the most noted results, successes, challenges, and comparative advantage of UNICEF		
0.1 Role and Connection	<p>First, we would like to talk to you about the activity or activities that UNICEF/ implementing partners carried out during the past three years.</p> <p>Can you recall one activity that stands out, and you applied to take part in the activity? On what basis were you selected to take part in it? Who was involved in the selection of applicants to benefit from this activity?</p>	
0.2 History	<p>How did you hear about the activity? How, if at all, was the municipality or the local NGOs involved?</p> <p>Were there any problems with establishing or your participation in the activity? If so, how were these overcome?</p> <p>Why were you interested in participating in these activities? What motivated you to become involved?</p>	
0.2 Results	<p>What types of activities or interventions do you recall? (have them list as many as they can).</p> <p>After listing – go through the list with the respondents have them reflect on - What changes have you seen as a result of this activity?</p> <p>how much difference do you see in lives afterwards compared to others who did not participate?</p> <p>What are some good examples of long-term changes that you can cite?</p>	
0.4 Strengths and weaknesses	<p>What do you see UNICEF or the implementing partner as being particularly good at in working in the municipality?</p> <p>What do you see as some things that could be improved? (can you cite concrete examples?)</p>	<p>Partnerships model and quality of partnership relationships</p> <p>Private sector engagement</p>

Detailed Dimensions (to be used as feasible and relevant to time and stakeholder group).		
Relevance	Were these activities relevant for your needs? Why or why not?	
Effectiveness	<p>What have been some important results from these activities?</p> <p>What have been some important unexpected consequences from the activities? Maybe beyond yourself to families, communities, others?</p> <p>Have there been any negative consequences from participating in these activities? What can be done to mitigate these negative impacts.</p> <p>What has been the long-term change in the lives of participating persons as a result of the UNICEF programmes?</p>	<p>Skills</p> <p>Education</p> <p>Social protection/child protection</p> <p>Economic</p> <p>Social Cohesion</p> <p>Empowerment</p> <p>Gender</p> <p>Inclusion</p> <p>Roma</p> <p>Climate Change</p>
Effectiveness	<p>What were some key factors that promoted or inhibited the activities?</p> <p>Did you see the activities reaching girls and boys equally? What about other vulnerable populations? Were there some that were being left out?</p>	<p>Persons with disabilities</p> <p>Roma</p> <p>Refugees, asylum seekers</p> <p>Other ethnic groups</p>
Effectiveness	How inclusive has the programme been in reaching both boys and girls?	<p>Gender awareness and sensitivity</p> <p>Roma programming</p> <p>Population sub-groups</p>
Sustainability	In your opinion, how sustainable were the results of the activity? Are things continuing (or likely to continue) beyond the end of the intervention?	
Coherence	What are some good examples that you have seen of different actors working together in this locality?	Cross-sectoral linkages
Coordination	What was the quality of working with UNICEF or the local partners? What went well? What have been some challenges?	<p>Partnerships model and quality of partnership relationships</p> <p>Private sector engagement</p>
Future Directions	Thinking of the next three or four years, what are some important suggestions or recommendations you would give to UNICEF about what it should do next?	<p>Roma</p> <p>Climate Change</p>

## 5.4 Youth Perceptions of UNICEF programming and Youth Outcomes Survey

This survey is to be applied to the youth involved in the UNICEF programming and is intended to be a complement to the qualitative interviews. Because the survey is anonymized, responses cannot be linked back to responses already in the UNICEF database. Consequently, elements such as gender, municipality, disability, and so forth need to be asked again.

The survey is administered virtually with a link associated with a person's contact information included in UNICEF databases and/or the municipality youth unit representatives.

*As part of the evaluation of the youth activities supported by UNICEF from 2021, we would like to ask for your participation to fill out a short survey on how things have changed for you since the time you participated in the activities and to get your insights and perspectives on future UNICEF programming.*

*If you agree to participate, you can stop at any moment without penalty. The survey should last about 30 minutes. Your participation is voluntary, you can refuse to join, or you can withdraw after it has begun with no penalty. Being in this survey or not will not affect the benefits to yourself or the community from UNICEF.*

*We will keep your inputs anonymous. Your inputs will be kept absolutely confidential.*

*This survey is designed to help improve the youth programming by gathering inputs from those who have been involved. You or your community may not benefit personally from being in this survey. If there are any problems with the way the enumerator has conducted the survey, any problems should be reported to \_\_\_\_\_*

*If you have any questions, now or at any time in the future, you may call \_\_\_\_\_*

*Are you willing to be part of this survey? (verbal response only requested)*

*If you have any questions or concerns, please raise them with the enumerator.*

### Dimension 1: Demographics

1. Municipality: \_\_\_\_\_  
2. Gender: \_\_\_\_\_  
3. Age: \_\_\_\_\_

**Functional constraints questions:** *The following two questions relate to your individual potential functional constraints. The answers to these questions will be used solely for internal purposes and will serve to best cater to the collective needs of youth programming.*

4. Do you consider yourself to have any of the following conditions?
- A condition that substantially limits one or more basic physical activities such as walking, climbing stairs, reaching, lifting, or carrying? YES/NO
  - A vision problem that prevents you from reading a newspaper even when wearing glasses or contacts? YES/NO
  - A hearing problem that prevents you from hearing what is said in normal conversation even with a hearing aid? YES/NO
  - Difficulty learning, remembering, or concentrating? Do you think you have a condition that makes it difficult in general for you to learn? This may include learning disabilities such as difficulty reading, excessive activity, such as fidgeting, jumpiness, nervousness, or excessive movement, attention problems, as well as other similar conditions. YES/NO
5. Does your condition make it hard for you to do the sorts of things you want to do?
- No, not really

- b. Yes, a bit hard to do what I want
- c. Yes, quite hard to do what I want
- d. Yes, my condition makes it extremely difficult to do what I want

## Youth Participation

6. Which types of youth related programmes did you participate in? (*Note to facilitator: Let the respondent reply in open ended manner and mark the most closely associated responses – select all the apply*)

- a. Volunteerism Programme – Climate volunteers
- b. Mahalle Support Mechanism
- c. Child Advisory Board
- d. Local Social Cohesion Project
- e. Non-formal education and after school centres)
- f. Vocational training education
- g. Regional Climate Change Platform
- h. Digital Masters Academy
- i. Digital Skills Development
- j. GenU Youth Challenge
- k. Social Skills Development Programme
- l. Youth Leadership Council
- m. UNILEVER Self-Esteem Programme
- n. Youth Climate Envoys
- o. Social Cohesion Circus
- p. Other \_\_\_\_\_
- q. I have never participated in any youth oriented programme

7. Which was the earliest year you participated in the youth programme?

- a. 2016
- b. 2017
- c. 2018
- d. 2019
- e. 2020
- f. 2021
- g. 2022
- h. 2023

## Dimension 2: Empowerment

1. What do you see as the biggest changes that have occurred to yourself or to youth in your municipality as a result of these activities? (Open ended)

2. To what extent have the youth activities had a longer-term positive effect on your life or your ability to deal with challenges in your life? (Open Ended)

*In the next section, we want to ask you about specific economic, social, and educational changes*

## Education Status and Economic Activities - ESEA

### Education status

For each question, please Circle or place a checkmark by the appropriate response that most closely matches your perspective

1. What is the highest level of school you have completed currently?
  - a. Primary (1 - 5 Class)

- b. Lower Secondary (6 - 9 Class)
- c. Upper Secondary (10 - 12, or 13 Class)
- d. Post-secondary vocational (duration 1- 2 years)
- e. Bachelor Diploma (duration 3 - 4 years)
- f. Master Diploma (duration 1 - 2 years)
- g. Not attended school

**2. At the time that you had participated in the municipality youth activities, what was the highest level of school you have completed? (Note: If no participation in youth activities, then in 2021).**

- a. Primary (1 - 5 Class)
- b. Lower Secondary (6 - 9 Class)
- c. Upper Secondary (10 - 12, or 13 Class)
- d. Post-secondary vocational (duration 1- 2 years)
- e. Bachelor Diploma (duration 3 - 4 years)
- f. Master Diploma (duration 1 - 2 years)
- g. Not attended school

### **Economic Activities**

**For each question, please Circle or place a checkmark by the appropriate response that most closely matches your perspective**

**1. We would like to understand the types of economic activities you have engaged in. During the past 30 days, have you done any of the following activities, even for only one hour?**

- a) Did you do any work or help on your own or the household's plot/farm/food garden or looked after animals? For example, growing farm produce, harvesting, or feeding, grazing, milking animals? YES/NO
- b) Did you help in family business or relative's business with or without pay, or run your own business? YES/NO
- c) Did you produce or sell articles, handicrafts, clothes, food, or agricultural products? YES/NO
- d) In the past 30 days, did you engage in any other activity in return for income in cash or in kind, even for only one hour? YES/NO
- e) Have you performed any activity as regular or casual employee, self-employed or employer, or as an unpaid family worker helping out in household business or farm? YES/NO
- f) If you did not do any of the above activities in the past 30 days, did you have a job, business, or other economic or farming activity that you will definitely return to? YES/NO

**2. Related to the economic activities above, at the time that you had participated in the youth activities (or in 2021), what would have been your response to the previous?**

- a) Did you do any work or help on your own or the household's plot/farm/food garden or looked after animals? For example, growing farm produce, harvesting, or feeding, grazing, milking animals? YES/NO
- b) Did you help in family business or relative's business with or without pay, or run your own business? YES/NO
- c) Did you produce or sell articles, handicrafts, clothes, food, or agricultural products? YES/NO
- d) In the past 30 days, did you engage in any other activity in return for income in cash or in kind, even for only one hour? YES/NO
- e) Have you performed any activity as regular or casual employee, self-employed or employer, or as an unpaid family worker helping out in household business or farm? YES/NO
- f) If you did not do any of the above activities in the past 30 days, did you have a job, business, or other economic or farming activity that you will definitely return to? YES/NO

**3. If you have not been involved in economic activity currently, please check all the reasons that apply.**

- a. Looking after children or incapacitated adults

- b. Own illness or disability
- c. Other personal or family responsibilities
- d. In education or trainings
- e. I believe that no work is available
- f. Waiting to go back to work (laid off people)
- g. Not gender appropriate
- h. Other reasons, please state \_\_\_\_\_

**4. Currently, what skill sector occupation would you identify with? (Note to facilitator: Let the respondent reply in open ended manner and mark the most closely associated responses)**

- a. Business and administration
- b. Engineering and engineering trades
- c. Personal services
- d. Transport services
- e. Manufacturing and processing
- f. Security services
- g. Architecture and Construction
- h. Social and behavioural sciences
- i. Arts
- j. Agriculture
- k. Law
- l. Information and communication technologies (ICT)
- m. Health
- n. Education
- o. Hygiene and occupational health services
- p. Humanities (except languages)
- q. Welfare
- r. Biological and related sciences
- s. Journalism and information
- t. Forestry
- u. Mathematics and statistics
- v. Physical sciences
- w. Other \_\_\_\_\_

**5. Are you working in a profession you have been trained for/you have studied for or are studying for?**

- a. I am not working in the profession that I have been trained for/studied for
- b. I am working in the profession that I have been trained for/studied for
- c. I do not believe I currently have a profession
- d. I believe I am somewhat working in the profession that I have been trained for/studied for
- e. I do not know/ I do not have an answer

**Readiness Self-Assessment - RSA**

**For all statements below, please state how strongly you agree or disagree with each statement**

	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I feel that I have adequate inner resources and skills to handle all parts of the job <b>I am interested in</b> by myself <i>(Note to facilitator –Inner resources may include but are not limited to educational preparedness, work</i>	1	2	3	4	5

	<i>experience, knowledge of languages, computer literacy, usability of specific professional tools etc.)</i>					
2	I can express my opinions, thoughts, feelings, and ideas to my classmates/friends/peers even when they disagree with me	1	2	3	4	5
3	I feel confident to ask questions to clarify or learn more when participating in a group	1	2	3	4	5
4	Usually I succeed in avoiding violence in case of tense situations while interacting with my classmates/friends/peers	1	2	3	4	5
5	Before taking an action or adopting a position on a specific issue, I take time to look for information to better understand the issue	1	2	3	4	5
6	Usually I have discussions with my friends/parents/classmates to clarify issues before taking important decisions	1	2	3	4	5
7	I am flexible in changing my mind if I am convinced by new information or by my friends/parents/classmates' opinions	1	2	3	4	5
8	I am willing to compromise my own view to obtain a group consensus	1	2	3	4	5
9	I listen carefully to what the other team members have to say and try to get quiet group members to participate.	1	2	3	4	5
10	I like it when team members are different and come from diverse backgrounds	1	2	3	4	5
11	When I have a problem, I try to solve it myself before asking others what to do	1	2	3	4	5
12	I find myself completing tasks at the last minute, or asking for extensions	1	2	3	4	5
13	I think that involving other people to generate solutions can make the process more complicated than it needs to be	1	2	3	4	5
14	I believe that men and women should be able to participate equally in economic and leadership activities	1	2	3	4	5
15	I have strong social relationships/connections	1	2	3	4	5
16	My social network includes a very large number of people	1	2	3	4	5
17	My social network includes a range of diverse backgrounds of people different than myself.	1	2	3	4	5

## Participation Empowerment and Self-Assessment – PESA

For each question, describe the most appropriate response that best matches your perspective

1. I know that my community has many youth clubs, councils or organizations that matter to me
  - a. Many
  - b. Some
  - c. A few
  - d. None
  
2. Have you been part of a youth council, club, or organization?  
YES/NO
  
3. How often do you feel your interests are taken under consideration from decision-making institutions (school, municipality, youth councils, etc.)?
  - a. Always
  - b. Often
  - c. Sometimes
  - d. Rarely
  - e. Never
  
4. What three subjects would you like to have the municipality or CSOs focus on and get your input? *Note to facilitator: let respondent answer open ended and then mark the three options (or other) that are closest fits)*
  - a. Education/ Schools

- b. Economic issues
- c. Climate change
- d. Youth rights
- e. Environment
- f. Youth related activities
- g. Communication
- h. Infrastructure
- i. Gender issues
- j. Other, please specify \_\_\_\_\_
- k. I do not know/ I do not have an answer

**5. Have you in the past year engaged in voluntary activities in your community?** *(By volunteer activities we mean provision of activities that offer beneficial change and positive impact to the community for non-financial or in-kind gain)*

YES/NO

**6. If you answered YES to the previous question, please place a checkmark by the reasons for engaging in voluntary work:** *(Note to facilitator: let respondent answer open ended and then mark the options (or other) that are closest fits)*

- a. Willingness to feel active
- b. Dedication towards others
- c. Family tradition
- d. To make new friends
- e. Apply professional knowledge in practice
- f. Employment opportunities private sector
- g. Employment opportunities public sector
- h. Employment opportunities civic society
- i. Other, please specify \_\_\_\_\_

**7. If you answered YES to question 5 of this section, please place a checkmark by the types of volunteer activities you participated at:** *(Note to facilitator: let respondent answer open ended and then mark the options (or other) that are closest fits)*

- a. Cleaning public areas
- b. Repairing green surfaces
- c. Construction of public facilities
- d. Assistance or training in foreign languages, social sciences, arts field
- e. Conflict mitigation between community members
- f. Assistance or training in the IT or hard sciences field
- g. Protection and/or support to the community
- h. Other, please specify \_\_\_\_\_

#### Dimension 4: Reflection on youth activities

**1. How satisfied were you with the quality of the youth activities you participated in?**

- a. Very
- b. Somewhat
- c. Little
- d. Not at all
- e. I did not participate in youth activities

**2. After the completion of the activities, how much follow up support did you receive from the supporting local organization?**

- a. Very
- b. Somewhat
- c. Little

- d. Not at all
- e. I did not participate in youth activities

**3. Overall, how valuable for you was the experience in these activities and working within the cohort?**

- a. Very
- b. Somewhat
- c. Little
- d. Not at all
- e. I did not participate in youth activities

**4. To what degree do you feel that the youth activities have influenced you or supported you in the following dimensions? From Strongly influenced to negatively influenced. If you are not sure of your answer, put "no influence" (Note to facilitator - Circle the number that best matches the response for each item. If they did not participate in activities that had any relation to a dimension, then record zero).**

		Strongly influenced	Somewhat influenced	No influence	Somewhat negative influenced	Not involved in this dimension
A	Educational attainment	4	3	2	1	0
B	Economic Employment	4	3	2	1	0
C	Strengthening my inner resources	4	3	2	1	0
D	Communication skills	4	3	2	1	0
E	Problem solving	4	3	2	1	0
F	Teambuilding	4	3	2	1	0
G	Organizing	4	3	2	1	0
H	Financial and Budget Management	4	3	2	1	0
I	Participation in clubs and organizations	4	3	2	1	0
J	Engagement with the municipality	4	3	2	1	0
K	Volunteering	4	3	2	1	0
I	Climate Action	4	3	2	1	0
J	Gender equity and gender awareness	4	3	2	1	0
K	Other Dimensions (list)	4	3	2	1	0

**5. To what degree is the group that you were involved in still operating as an organization? Is the cohort still organized?**

- a. Very
- b. Somewhat
- c. Little
- d. Not at all
- e. I did not participate in youth activities

**Dimension 5: General Observations of UNICEF Programming**

**Reputation of Programming.**

1 What are the things that UNICEF is best known for in Türkiye? (open-ended)

2 What are some other organizations that you can think of that do similar things to UNICEF? *Note to facilitator: let respondent answer open ended and then mark the options (or other) that are closest fits*

Organizations	
Darussafaka	

LOSEV	
Kizlay (Turkish Red Crescent)	
TEGV	
ASAM	
IHH	
TEMA	
Tohum Otizim Vakfi	
UNDP	
UN WFP	
UN Women	
UN FAO	
Other	
Other	
Other	

3 I am going to read a set of items here. Please rate your perceptions on the quality of UNICEF support in the following areas on a scale from significantly positive to significantly negative. (Note to facilitator: Please mark the option closest to your perception. If they feel that they do not have sufficient familiarity with UNICEF to respond, please mark the “no opinion/do not know” option)

	Significantly positive	Somewhat positive	Somewhat negative	Significantly negative	No opinion or do not know
Early Childhood Development	4	3	2	1	0
Early Childhood Education	4	3	2	1	0
Adolescence Skills Training	4	3	2	1	0
Formal Education	4	3	2	1	0
Youth Empowerment	4	3	2	1	0
Child Protection Systems	4	3	2	1	0
Social Protection Systems	4	3	2	1	0
Evidence generation for child rights monitoring	4	3	2	1	0
Humanitarian response to earthquake	4	3	2	1	0
Humanitarian response to refugees	4	3	2	1	0
Climate Change platforms	4	3	2	1	0
Inclusive education	4	3	2	1	0
Community Development with Roma	4	3	2	1	0
Gender equity and gender awareness	4	3	2	1	0

### Future UNICEF Programming.

1 As you think of the next three or four years, what do you consider to be the three most important dimensions that UNICEF should emphasize in its programming in Türkiye? *Note to facilitator: let respondent answer open ended and then mark the three options (or other) that are closest fits)*

Priorities	
Early Childhood Development	
Early Childhood Education	
Adolescence skills training for life-skills	
Adolescence Skills Training for vocations	
Formal Education (teachers)	

Non-formal education systems	
Strengthening child and Social Protection Systems (social workers)	
Humanitarian response to earthquake	
Working with Syrian refugees and other refugees	
Climate Change platforms	
Inclusive education	
Community Engagement with Roma	
Youth Leadership Opportunities	
Other	
Other	
Other	

2 What suggestions or recommendations would you have for UNICEF if it wanted to engage with youth in supporting climate change? (Open-ended)

3 What suggestions or recommendations would you have for UNICEF if it wanted to engage with working with minority ethnic groups such as the Roma? (Open-ended)

4 Do you have any other recommendations or suggestions for UNICEF? (Open-ended)

## Annex 6: Stakeholder Analysis

Stakeholder	Involvement in the programme	Role in the evaluation	Most relevant positions/categories within each stakeholder class	Proposed number
<b>Internal (UNICEF) Stakeholders</b>				
UNICEF Türkiye Office	Responsible for central level planning and operations implementation. The KO is called upon to account internally as well as to its beneficiaries and partners for performance and results of its operation.	Key informants as programme implementers. Responsible for signing off on the evaluation findings and formulating and implementing the management response. Learning from the evaluation will inform the upcoming CPD	For example: <ul style="list-style-type: none"> <li>• Country rep</li> <li>• Deputy rep</li> <li>• PME Chief</li> <li>• Chief Field Office</li> <li>• Chief CP</li> <li>• Chief Education</li> <li>• Chief Social Policy</li> <li>• ADAP Chief/OIC</li> <li>• ECD Chief Communications manager</li> <li>• Partnerships manager/Specialist</li> <li>• Private Sector Engagement focal point</li> <li>• Budget and Finance Department</li> <li>• SBC manager</li> </ul>	20 persons (including from Gaziantep office)
UNICEF Regional Office staff	Responsible for providing guidance and sharing strategic directions at the regional and global level	Commissioners of the evaluation. Key informants and providers of relevant background documents. Responsible for signing off on the evaluation Learning from the evaluation will inform future programming and can be used for corporate learning and accountability	For example: <ul style="list-style-type: none"> <li>• Regional Director, ECARO</li> <li>• Chief of Planning and M&amp;E ECARO</li> <li>• Technical Sector leads in Child Protection, Social Protection, CRM, Youth, Health, ECD/E, Juvenile Justice</li> </ul>	5 persons
<b>External Stakeholders</b>				
<b>Community level</b>				
Children and Youth	One of the primary beneficiaries of the Türkiye programme (TP).	Key informants and participants in FGDs. Improvement in the TP will directly affect them and future participants. <sup>1</sup>	For Example: <ul style="list-style-type: none"> <li>• Children in ECD/ECI programs</li> <li>• Children under 5 in Health home visits</li> </ul>	4 FGDs (one per each municipality)

<sup>1</sup> Only youth over 18 will be interviewed as part of this evaluation because other age groups have been previously interviewed through the thematic evaluations.

			<ul style="list-style-type: none"> <li>• Children in alternative care institutions</li> <li>• Children and youth in juvenile justice programming</li> <li>• Children and youth in peer mediation teams</li> <li>• Youth in ADAP youth empowerment</li> <li>• Youth Leadership Council (UNICEF)</li> <li>• Roma children</li> <li>• Children receiving support in emergency programmes</li> </ul>	
Parents, education authorities, ECD	Direct participants or partners in related programme activities. For instance, communication campaign on negative consequences of violence against children	Interests obtained via document review of previous thematic evaluations.	For example: <ul style="list-style-type: none"> <li>• Pre-school and school Teachers</li> <li>• School principals</li> <li>• School Directors</li> <li>• Parents of children</li> <li>• Parents of Roma children</li> </ul>	4 FGDs (one per municipality)
Health Workers, Social Workers, Mother- Child groups	Direct beneficiaries of and partners in health-related programme activities.	Interests obtained via document review of previous thematic evaluations.	For example: <ul style="list-style-type: none"> <li>• Clinic and hospital health staff</li> <li>• Municipal social workers</li> <li>• Parents of children</li> </ul>	4 FGDs with frontline workers
<b>Municipal level</b>				
Local level government	Key partners and implementers of the programme, engaged in a number of key initiatives.	Key informants and providers of relevant data/information. Learning from the evaluation may strengthen their role and capacity in their various functions	For example: <ul style="list-style-type: none"> <li>• Mayors' Offices</li> <li>• Municipal Education Directors</li> <li>• Municipal Register Officials</li> <li>• Social workers</li> <li>• Youth Focal Point</li> <li>• General Directorate of Child Services</li> <li>• Provincial Directorate of Family and Social Policies</li> <li>• District Education Directorate</li> <li>• District Social Welfare Directorate</li> </ul>	3-5 persons per municipality

Non-governmental Partners at Municipal level	Experts in the various program activities, lessons, and opinions to share from their own experience in implementing in the areas of child wellbeing in Türkiye	Key informants, providers of relevant background material. Aspects of learning from the evaluation may be transferrable to the initiatives implemented by NGOs.	For Example: <ul style="list-style-type: none"> <li>• ASAM,</li> <li>• TKV/DFT;</li> <li>• TRC;</li> <li>• Tarade;</li> <li>• STL;</li> <li>• ACTED;</li> <li>• YSF</li> <li>• Habitat</li> <li>• ACEV</li> <li>• MoYS (MOYS Youth Centers)</li> </ul>	3-5 persons per municipality
Local Youth Associations	Key partners and implementers of the programme, engaged in youth related initiatives	Key informants and providers of relevant data/information. Learning from the evaluation may strengthen their own associations and increase their capacities	For Example: <ul style="list-style-type: none"> <li>• Youth Council members</li> <li>• Generation Unlimited Türkiye (GenU) Youth Leadership Council (YLC)</li> <li>• Youth Advisory Boards</li> <li>• Gender Committees</li> <li>• Provincial Child Rights Committees</li> <li>• Children’s Forum</li> <li>• Regional Climate Change Forum</li> <li>• CRC Monitoring and Evaluation Board (with 2 adolescent representatives)</li> <li>• Refugee Volunteer platform</li> <li>• Ombudsman clubs</li> <li>• Mahalle teams</li> </ul>	2-4 persons per municipality
National level				
National Institutions (incl. Line ministries)	Key partners and implementers of the various programme activities. For instance, collaboration on various laws such as the Child Protection Law etc.	Key informants and providers of relevant background data, information, and documents. Learning from the evaluation may strengthen their role and capacity in their various functions	For Example: <ul style="list-style-type: none"> <li>• Presidency of Strategy and Budget (PSB);</li> <li>• Ministry of Health;</li> <li>• Ministry of Family and Social Services (MoFSS);</li> <li>• Ministry of National Education (MoNE);</li> <li>• Ministry of Internal Affairs;</li> <li>• Ministry of Justice; Ministry of Youth and Sport</li> </ul>	35 in total (25 in Ankara and 10 in Gaziantep)

			<ul style="list-style-type: none"> <li>• Ministry of Labour and Social Security;</li> <li>• Presidency of Migration Management (PMM);</li> <li>• Turkish Employment Agency</li> <li>• Family Support;</li> <li>• General Prosecutor's Office;</li> <li>• Judges Training Institute,</li> <li>• Supreme Court;</li> <li>• Committee on Youth Affairs and Sport,</li> <li>• Ministry of Environment, Urbanisation and Climate Change</li> <li>• Ministry of Family and Social Services</li> <li>• Ministry of Health</li> <li>• Presidency of Migration Management</li> <li>• Ombudsperson Institution</li> <li>• GAP Administration</li> </ul>	
Implementing Partners (current and previous)	Key partners, supporting implementation of the programme.	Key informants and providers of relevant background data/information. Learning from the evaluation will be directly relevant and applicable to the work of implementing partners.	<p>For Example:</p> <ul style="list-style-type: none"> <li>• Habitat Association</li> <li>• Young Life</li> <li>• Nature Conservation Centre Foundation</li> <li>• Development Foundation of Türkiye (DFT)</li> </ul>	15
Donors	Providing funding for the programme. Collaborating on strategic direction and determining programme priorities.	Key informants. Findings and recommendations from the evaluation are likely to be of direct relevance to key UNICEF's donors and others for accountability and learning.	<p>For Example:</p> <ul style="list-style-type: none"> <li>• ECHO</li> <li>• EUD</li> <li>• EC</li> <li>• Daish Committee for UNICEF</li> <li>• Swedish Committee for UNICEF</li> <li>• US Committee for UNICEF</li> <li>• UK Committee for UNICEF</li> <li>• Australian Committee for UNICEF</li> <li>• USA-BPRM</li> <li>• Norway</li> <li>• KFW Germany</li> </ul>	5

			<ul style="list-style-type: none"> <li>• Qatar Charity</li> <li>• Turkish National Committee for UNICEF</li> <li>• FCDO</li> <li>• World Bank</li> <li>• SIDA</li> </ul>	
UN Türkiye Team and UN Agencies	Harmonized UN action should contribute to the government's developmental objectives.	Key informants. The evaluation findings are expected to be of relevance to the RC and UNCT in ensuring that the programme is aligned with wider UN efforts.	<p>For Example:</p> <ul style="list-style-type: none"> <li>• UNFPA</li> <li>• UNDP</li> <li>• UN Women</li> <li>• UNRCO</li> <li>• WHO</li> <li>• UNODC</li> <li>• UNESCO</li> <li>• ILO</li> <li>• FAO</li> </ul>	8-10 persons representing 3-5 agencies.
Academia and Private sector	Key partners engaged in supporting youth mentorship schemes and other initiatives	Key informants. Learnings from the evaluation are of relevance in terms of accountability and their future investment and work.	<p>For Example:</p> <ul style="list-style-type: none"> <li>• Hacettepe University</li> <li>• Ankara University</li> <li>• Business Advisory Board</li> <li>• Corporate Representatives Private Sector Stakeholders</li> <li>• National Committee for UNICEF in Türkiye</li> </ul>	6-8 persons emphasizing representatives from the corporate private sector and the national committee

## Annex 7: Stakeholder and Site Selection

### 7.1 Municipality Visits Selection Criteria

UNICEF has engagements at the subnational level in nine municipalities. The majority of these are located in the South-East around Gaziantep and the initial relationships emerged from the Syrian response crisis. The following table profiles the nine municipalities, their location, and key characteristics.

Municipality	Location	Observations
Ankara	Outside SE	Different model from Southeast partnerships
Gaziantep	Southeast	Principal relationship in Southeast
Hatay	Southeast	Primarily earthquake response
Istanbul	Outside SE	Significant private sector presence, Roma community.
Izmir	Outside SE	New partnership
Kilis	Southeast	Primarily Syrian response originally
Kocaeli	Southeast	New partnership
Malatya	Outside SE	New partnership
Sanliurfa	Southeast	Primarily Syrian response originally

Those municipalities containing multiple programme interventions are prioritized. Geographic representation is also considered to include areas representative of the diversity within Türkiye. Sampling of local sites for inclusion in the evaluation interviews will need to use a purposive sampling approach to highlight information richness and representative of specific criteria or indicators of interest.

Before embarking on a detailed assessment of these indicators of interest in the selection of local sites, it should be explained that within purposive sampling, there are a number of possible approaches for case selection. Among these are included: extreme case, intensity sampling, maximum variation sampling, homogenous sampling, typical case sampling, critical case sampling, criterion sampling, theory-based sampling, confirming or disconfirming cases, stratified purposeful sampling, politically importance sampling, or chain sampling, among others.

In the frame of this evaluation, given the nature of the programme and the questions involved in the evaluation from the TOR, the two most relevant for criteria for determining localities to visit would be to employ either an extreme case approach or a typical case approach. Extreme case sampling seeks to identify cases that fall on the extremes of a specific dimension: Close/Far, Successful/Failure, Rich/Poor, etc. An extreme case approach in this case would target a group of particularly successful sites to visit as well as localities where programming was seen as more challenging. In contrast, typical case sampling seeks to identify cases that are “typical” for a type of programming.

There are benefits and costs to each type of approach. An extreme case approach is useful for generating insights into learning – to identify factors that were important for success or factors that were likely to lead to failures. However, extreme case sampling usually requires more cases for inclusion – to analyse both ends of a spectrum – and reported patterns can be misleading.

Although qualitative data in general is not generalizable in the sense that statisticians use the term, information from extreme case sampling can be seen as problematic for generalization. For example, in a scenario where 90% of cases are successful, an extreme case selection criterion would deliberately seek to have half of its cases be from the failures and half from the successes. Patterns in the findings could make it appear that the overall programme had a 50% failure rate when it actually only had a 10% failure rate. Thus, extreme case sampling is very useful for identifying and learning why cases succeeded or failed, but they do not well represent the frequency of cases in one dimension or another.

In contrast, a typical case approach seeks to describe the most typical outcome or condition of an intervention. Typical case selection may not as easily identify success or failure factors – or rather factors which contributed to success or factors which contributed to failure, but they can

describe how typical or frequently certain factors appeared among the cases. Typical cases are more useful when determining the possible frequency of patterns among the cases is a priority in the evaluation. Although they can provide insight into success factors as well, they are more limited in this regard if the factors are not frequent or typical among the population.

For this evaluation, the evaluation team recommends a selection criterion based on a typical case approach and emphasizing information richness – localities that contain multiple forms of engagement across different programme components and which reflect the geographic and organization diversity of Türkiye.

It is proposed that the evaluation team visit 4 municipalities which represent a mix of Southeast and outside the SE and which include a range of diversity in terms of closeness to UNICEF offices and distance. Municipalities to be visited should not be new partnerships in order to provide information richness. Certain practical considerations needed to be applied to the selection of the case study sites including:

- Gender representation
- Diversity of Activities – sites that represent multiple types of support from UNICEF programming.
- Sites that have hopefully not be involved in previous evaluation exercises (to avoid tiring participants)
- Sites that are accessible and feasible to reach within the logistical and timing constraints of the evaluation.
- The proposed sites to be visited were made in consultation with the UNICEF office.

The UNICEF office developed further criteria and an overall rating system.

Based on these ratings, the sites selected are **Ankara, Gaziantep, Istanbul and Sanliurfa**. These can be modified in consultation with the UNICEF Field Office during data collection phase.

## 7.2 Sampling Considerations for Qualitative Programming

**Overview:** Each of the four data sources - Document review, pre-existing quantitative data, qualitative interviews with Prishtina and Municipality stakeholders, and the Tracer study – will have their own sampling criteria. For all of the qualitative information, the selection of stakeholders, documentation, or sites to be visited will draw on a ***purposive sampling Strategy***. The general criteria for selection will be: Information richness (*are the respondents sufficiently familiar with the activities to provide insights?*), accessibility (*can the stakeholders be accessed by the evaluation team?*), and ethical considerations (*will the invited persons be subject to risks?*).

**Document Review:** A significant quantity of pre-existing documentation exists from both internal programme documentation as well as external reviews and research. Although sampling terminology is cumbersome when discussing pre-existing information, technically, the sampling frame for these two data sources is the library of information compiled and organized by UNICEF under this programme. The sampling procedure is purposive sampling based on information richness. The primary criteria for final selection are dependent on the relevance of the material to respond to the TOR evaluation questions and objectives.

**Quantitative Data Sources:** A review of the available material during the inception mission highlights quantitative data sources including the programme indicators. This pre-existing qualitative data does not require sampling strategies and will be used to inform insights regarding programme performance as described in the evaluation matrix in Annex 4.

**Qualitative Data Sources:** The documents to be reviewed identified during the TOR scoping mission and inception visit are listed in Annex 11. This repository serves as a potentially information rich for addressing relevant evaluation questions. The evaluation matrix in Annex 4 lists which questions are to be addressed from which pre-existing documentation.

The range of stakeholders inside UNICEF and TURKIYE Institutions as well as from donors, NGOs, and Implementing partners are important information sources for addressing several evaluation questions. The sampling frame for potential stakeholders to interview is the record

of all stakeholders and organizations who have had connection to the CPD or who may be knowledgeable observers of the CPD programme from within and without of TURKIYE during this evaluation period. The categories of stakeholders are profiled in Annex 6 as part of the stakeholder analysis. Data collected from this class of stakeholders will be through key informant interviews (and FGDs with youth) using the semi-structured interview guides described in the Methodology section and profiled in Annex 5.

The first step in the final selection of qualitative stakeholders is to categorize the range of potential stakeholder classes and their interest and connection to the evaluation. This exercise was carried out by the evaluation team in consultation with UNICEF personnel based on the initial categories described in the TOR. The stakeholder classes are described in Annex 8.

After stakeholder classes are identified, the second step in the sample selection process is to identify at least one stakeholder from each of the identified categories deemed relevant to the evaluation TOR questions. In most cases, more than one stakeholder should be interviewed per category. The precise number of stakeholders per category is finalized in consultation with UNICEF personnel in terms of how influential a particular category would be for shaping future programming and how information rich particular persons would be within each of the categories.

Based on the consultation process during and after the inception mission, the ET in collaboration with UNICEF identified a range of stakeholders for interviewing representing the national and subnational levels and avoiding overlap with L3 respondents. These are found in Annex 6.

**Youth Engagement Survey Selection Criteria** The youth engagement survey proposes to select a sample of 50 youths from each of eight different municipalities. Four of the municipalities would have been supported by UNICEF programming and four of the selected municipalities would not yet have received UNICEF support. For the UNICEF municipalities, the sampling frame for the selection is the UNICEF database of all applicants during the current CPD. For the non-UNICEF municipalities, the sampling frame is the contact list from the municipal youth engagement unit under the MOYS.

Within each municipality, the selection of youth will seek to present a diversity of gender and ethnicity (including Syrian and Roma youth as available). Additional FGDs with youth will be carried out as part of the core team evaluation exercises. These additional inputs will also be integrated into the youth engagement survey and the overall CPE exercise for building conclusions and recommendations.

The selection of municipalities was conducted in consultation with UNICEF and the following municipalities are proposed. Two of the non-UNICEF municipalities are those that have just signed partnerships contracts and where programming has not yet started:

UNICEF Municipality	Location	Non-UNICEF Municipality	Location
Ankara	Outside SE	Izmir	Outside SE
Gaziantep	Southeast	Malatya	Southeast
Hatay	Southeast	Adana	Southeast
Kilis	Southeast	Bursa	Outside SE

## Annex 8: Evaluation Mission Calendar

### Scheduling Parameters

The stakeholder list for interviews is cited in Annex 6. The availability of Government and UN Agency personnel is volatile. Therefore, the evaluation team will need to rely on the Türkiye CO Programme focal points and the evaluation logistics committee to finalize the projected calendar based on stakeholder availability. The following parameters should be taken into consideration in the organizing of the evaluation.

1. **Split Teams:** There will be translators available to help support individual interviews, therefore, the ET can carry out three interviews at the same time if necessary.
2. **Ankara Scheduling:** Assuming that the team can be split into three units, up to 10 separate interviews can be scheduled within a single day for accommodating the Ankara schedule including the visits to the municipalities. No more than three interview events can occur simultaneously.
3. **First Day Scheduling:** The first day is usually devoted to internal briefings from UNICEF and interviews with UNICEF personnel. This can be changed as necessary. If possible, it is suggested that the first day should assume the entire team together for all interviews to provide a shared understanding of initial conditions.
4. **Municipality Visits:** It is estimated that the Municipality visits will be carried out by a pair of evaluation team members (accompanied by a translator as required). The Municipality interviews will need to take place over the span of two days.
5. **Interview Times:** KIs are projected to take between 60-90 minutes while FGDs would last between 90-120 minutes. Group interviews should be scheduled for 90 minutes.
6. **Youth Engagement Study:** The Youth Engagement study calendar will need to be elaborated in direct consultation between the UNICEF focal points, the Evaluation Team lead and the RMTeam focal points to accommodate the availability of the selected municipalities to be interviewed. The period of time within which to program tracer study interviews corresponds to the evaluation field phase from June 3-14.
7. **Implementing Partner Interviews:** For efficiency, implementing partner interviews can be interviewed as a group of up to 3-4 persons if they are associated with a specific programme component during municipality visits.
8. **Government and UN Agency Interviews:** Government stakeholders and UN Agency and Mission interviews should be arranged as individual interviews unless requested by the Government or Agency/Mission personnel themselves.
9. **Focus Group Discussions:** Up to four FGDs can be accommodated in municipality visits. The primary stakeholders of interest are the adolescents and youth involved in the ADAP programming but additional FGDs could be scheduled with parents. FGDs should ideally be between 8-12 persons.

## Evaluation Field Mission

**Note:** After consultations with the CO, it was determined that for best availability for organizing interviews with government and local partners would be to have some member of the ET present for the whole two week period in both Ankara and Gaziantep while the third ET member visits the municipalities for those interviews and FGDs. The following schedule reflects this CO recommendation.

ET Member	Sunday	Monday	Tuesday	Weds	Thursday	Friday	Saturday
	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
TJ	<i>Arrive Ank</i>	Ankara	Ankara	Ankara	Ankara	Ankara	ET Data Analysis
HA	<i>Arrive Ank</i>	GZT	GZT	GZT	GZT	GZT	ET Data Analysis
SS	<i>Arrive Ank</i>	Ankara	Ankara	Ank Municipality	Ank Municipality	IST Municipality	ET Data Analysis
	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
TJ	<i>Travel GZT</i>	Ankara	Ankara	Ank Municipality	Ankara	Ankara	Departure
HA	<i>Travel GZT</i>	GZT	GZT	GZT	GZT	GZT	Departure
SS	<i>Travel GZT</i>	IST Municipality	IST Municipality	GZT Municipality	Sanliurfa Municipality	Sanliurfa Municipality	Departure

## Annex 9: Persons Consulted During Inception

Name	Position	Organization
Ashley Wax	Evaluation Specialist	Regional Office
Mirella Hernani	Evaluation Manager	Regional Office
Paolo Marchi	Country Representative	Country Office
Pashmina Naz Ali	Chief Planning, Monitoring and Evaluation	Country Office
Gokhan Yalcin	Monitoring and Evaluation Specialist	Country Office
Mekiya Feki	Monitoring and Evaluation Specialist	Country Office
Rasika Sethi	Education Manager	Country Office
Filippo Mazzealli	Chief of Field Office	Country Office
Nilgün Cavusoglu	Programme Officer - ADAP	Country Office

## Annex 10: Team Composition and Primary Roles

Member	Role	Coverage	Responsibilities
<b>Terrence Jantzi</b>	Team Leader	Overall coordination and responsibility for report writing. Expertise in youth programming, social protection, and education. Experience in country capacity strengthening frameworks and implementation, policy dialogue and social policy.	<ul style="list-style-type: none"> <li>• Design the evaluation approach, and methodology, including data collection tools.</li> <li>• Collect data with focus on area of coverage.</li> <li>• Coordinate process, lead team, allocate task distribution and set milestones.</li> <li>• Participate in briefing sessions and presentations to the ERG.</li> <li>• Represent the team in meetings.</li> <li>• Oversee collection and analysis of field mission, and desk review.</li> <li>• Draft and revise the Inception Reports, Evaluation Reports, Evaluation Briefs.</li> <li>• Lead the debriefing workshop and participate in dissemination actions.</li> <li>• Provide feedback on the evaluation process.</li> </ul>
<b>Hana Asfour</b>	International Evaluator	Expertise in gender and youth programming, health, education, and child protection.	<ul style="list-style-type: none"> <li>• Support the design the evaluation approach, and methodology, including data collection tools.</li> <li>• Collect data with focus on area of coverage.</li> <li>• Participate in briefing sessions and presentations to the ERG.</li> <li>• Help represent the team in meetings.</li> <li>• Help oversee collection and analysis of field mission, and desk review.</li> <li>• Help draft and revise the Inception Reports, Evaluation Reports, Evaluation Briefs.</li> <li>• Support the debriefing workshop and participate in dissemination actions.</li> <li>• Help provide feedback on the evaluation process.</li> </ul>
<b>Saiha Gündoğar</b>	National Evaluator	Expertise in education and social policy. Expert in Türkiye context.	<ul style="list-style-type: none"> <li>• Support the design the evaluation approach, and methodology, including data collection tools.</li> <li>• Collect data with focus on area of coverage.</li> <li>• Participate in briefing sessions and presentations to the ERG.</li> <li>• Provide input to the Inception Reports, Evaluation Reports, Evaluation Briefs.</li> </ul>

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