

TERMS OF REFERENCE

Evaluation Office

Assignment:	Evaluation of UNICEF work in contributing to poverty reduction, including in humanitarian and fragile settings
Location:	Home based with travel and/or reporting to UNICEF New York (UNICEF House, 3 UN Plaza – (44th Street between 1st Ave and 2nd Ave). Travel to selected countries for data collection is expected.
Duration:	01 February 2023 – 30 September, 2023
Reporting to:	Senior Evaluation Specialist

Introduction

The Evaluation Office (EO) in UNICEF (New York) provides global leadership and oversight for the evaluation function and is responsible for developing an agenda and work plan to evaluate UNICEF's programmes and processes. EO conducts and/or manages independent, corporate evaluations and evaluation syntheses, provides technical assistance and quality assurance for evaluations commissioned at the decentralized level (country and regional offices), as well as other divisions in HQ offices. EO is also responsible for publishing a global evaluation plan that accompanies respective corporate strategies¹.

As part of the Plan for Global Evaluations, the Evaluation Office (EO) has committed to assess UNICEF's work in child poverty reduction, with evaluation findings and recommendations to be submitted to the Executive Board in 2024. The Evaluation Office is now recruiting an evaluation team to develop this important evaluation. The timeline for execution of the evaluation is Month 01 February 2023 – 30 September 2023.

Child Poverty Background and UNICEF Interventions

The Sustainable Development Goals established child poverty reduction targets for 2030: Eradicate extreme poverty (1.1) and reduce by at least half the proportion of children living in poverty in all its dimensions according to national definitions (1.2). The child poverty debate has evolved to incorporate targets addressing dimensions that relate specifically to children and focused on reducing inequalities and indicators that allows us to monitor equity gaps. Recognizing child-specific poverty (SDG 1.2) is a significant step forward, the targeting makes two key points: 1) It calls for poverty reduction in all its dimensions, thus considering non-monetary measures that go beyond income; 2) It recognizes the importance of measuring targets according to national indicators.

¹ For more information about the Evaluation Office, visit: [Evaluation | UNICEF Evaluation in UNICEF](#)

Despite commitments and efforts made, progress on child poverty reduction is being slow, with extreme poverty among children falling from 19.5 percent in 2013 to 17.5 percent in 2017, a slower rate than among adults. The COVID-19 pandemic has had a strong socioeconomic impact, pushing 150 million more children into multidimensional poverty, and striking harder where systems are most fragile or in crisis, communities poorest, and discrimination and exclusion compounded².

UNICEF gives support to countries in measuring monetary and multidimensional child poverty and works to reduce child poverty by influencing fiscal policies and mechanisms; enhance coverage and adequacy of child sensitive social protection systems; address discrimination, including on the grounds of age, gender identity and disability; increase the participation, voice and agency of children, adolescents, and young people in civic life; and amplify child rights in human rights mechanisms. In 2020, UNICEF supported 156 countries and invested over US\$533 million in Goal Area 5 to provide children with an equitable chance in life. This includes humanitarian action in 112 countries, with related expenses of US\$255 million³.

[UNICEF's Strategic Plan 2022-2025](#) emphasized its contribution to achieve the 2030 SDGs throughout five goal areas and stressed the relevance of Goal Area 5 (GA5): “Every child, including adolescents have access to inclusive social protection and lives free of poverty”⁴. The UNICEF High-level [Theory of Change \(ToC\)](#) gave centrality of GA5 and emphasized that “Eliminating child poverty and ensuring access to social protection have been recognized as critical priorities of the 2030 Agenda”⁵.

The specific GA5 ToC describes the underlying logic and results claims. Indeed, one key result is related to upstream work of child poverty and social protection: “Increased commitment to eliminating child poverty as part of national poverty, socioeconomic and sectoral strategies, and policies. And the second specific key result is related to social protection, and more downstream: Expanded coverage and strengthened inclusive, gender-transformative and shock-responsive social-protection systems, including in humanitarian and fragile contexts”⁶.

The evaluation will focus on UNICEF programmes in GA5 that supports countries’ efforts to address child poverty, promoting monetary and multidimensional child poverty measurement, and supporting government policies, programs, and public budgets to ensure child friendly inclusive social protection coverage. Also, on framework made in 2017 with the Global Coalition “A world free from child poverty: A guide to the tasks to achieve the vision”⁷ that includes five indicative milestones on the pathway to address child poverty:

1. Building a national pathway to end child poverty
2. Measuring child poverty

² <https://www.unicef.org/media/107516/file/UNICEF%20Strategic%20Plan%202022-2025.pdf>

³ <https://www.unicef.org/media/102481/file/Global-annual-results-report-2020-goal-area-5.pdf>

⁴ https://www.unicef.org/executiveboard/media/8911/file/2022-3-Plan_for_global_evaluation-EN-ODS.pdf

⁵ [2021-EB10-Strategic Plan 2022-2025-Theory of Change-EN-2021.08.04.pdf](#) (unicef.org)

⁶ [2021-EB10-Strategic Plan 2022-2025-Theory of Change-EN-2021.08.04.pdf](#) (unicef.org)

⁷ UNICEF and The Global Coalition to End Child Poverty (2017): [« A world free from child poverty: A guide to the tasks to achieve the vision »](#)

3. Putting child poverty on the map: child poverty advocacy
4. Reducing child poverty through policy and programme change
5. Achieving the SDGs: ending extreme poverty and halving it by national definitions

The milestones were selected as they imply a Theory of Change with different steps that are often undertaken in sequence but need each other, and that will ensure UNICEF is working in the right pathway. This is relevant for the thematic scope of the forthcoming evaluation as it will help to determine what UNICEF actions are considered to directly contribute to child poverty reduction. As reducing child poverty is reached by actions in other UNICEF areas, the milestones give a framework of what specific social policy actions to evaluate UNICEF's contribution to child poverty reduction.

Programmes in the child poverty area of work will be the center of the evaluation's scope. However, it will be necessary to explore the linkages with public finance for children, social protection and gender equality. Finally, it is important to look at what change strategies are being implemented by UNICEF to reduce child poverty specially during the COVID-19 interventions and how they are related with the ones in the official Theory of Change.

No comprehensive evaluation of UNICEF work in this area has yet been conducted, and little is known about the impacts, quality of the organization's approach and processes, and the effect it has had on reducing child poverty. In light of this need, the UNICEF Evaluation Office in Headquarters is looking for a service provider to conduct an evaluation of UNICEF's work on child poverty reduction at the global and country level.

Purpose of the Evaluation, Key Questions, Scope and Intended Use

Purpose: The Evaluation plan is anchored in the 2022-2025 corporate evaluation plan and aimed at generating information to improve UNICEF performance in contributing in a meaningful way to child poverty reduction. The plan is also aimed at ensuring that UNICEF's results on child poverty reduction are visible and/or traceable in the respective country offices to achieve Goal Area 5. Moreover, the findings of the evaluation give clarity on what capacities should be improved. Finally, the evaluation will fill a knowledge gap, given the little available evidence of UNICEF work in this area.

The evaluation results should have summative and formative components. It will be summative when documenting results achieved, especially the extent to which capacities were built, and analyzing the processes through which this happened; and formative when identifying key lessons learned from UNICEF work, with the design and implementations factors, including operational ones, and making recommendations on how UNICEF can improve. The formative character of the evaluation also involves case studies that cover the entire thematic issue across several country programmes components on child poverty areas to enhance the usefulness of the evaluation, especially for national partners, and to foster cross-country learning.

Objectives: The main objectives of this evaluation are multi-fold and are informed by the five milestones:

- To gauge the **role, prioritization, and relevance** of UNICEF child poverty reduction work among all other UNICEF and external stakeholder sector work.
- To understand the **breadth and depth of UNICEF work and its tangible results** in child poverty reduction and its linkages to social protection coverage, identifying the specific interventions that led to those results.
- To assess whether UNICEF **has the capacities** to achieve child poverty objectives by building national government capacities and systems in a sustainable manner.
- To identify and incorporate **lessons learned and better practices** from UNICEF child poverty reduction work and make recommendations on incorporating those to ensure that future decisions and programming have maximum impact.

Key questions: These are elaborated in relation with the objectives mentioned and evaluation criteria's⁸ upon in *Table 1* below; to be further refined – and prioritized- during the inception phase.

Table n° 1. Proposed evaluation questions

Evaluation Objectives	Evaluation Criteria	Key Evaluation Questions
<p>1) To gauge the role, prioritization, and relevance of UNICEF child poverty reduction work among all other UNICEF and external stakeholder sector work</p>	<p>Relevance</p> <p>To what extent UNICEF interventions are moving in the right direction?</p>	To what extent are UNICEF's efforts to reduce child poverty and expand social protection consistent with priorities identified in the Strategic Plan 2022-2025?
		How relevant is UNICEF's work in bringing together partners to end child poverty in support of SDG1? (<i>Milestone 1</i>)
		To what extent are the results in milestone 1 a requirement for the other milestones? (<i>Milestone 1</i>)
		How can the work done in milestone 1 better contribute to UNICEF's work on measurement, advocacy, policy change and the creation of national? (<i>Milestone 1</i>)
		To what extent is UNICEF taking the appropriate measurement strategy? (Prioritizing monetary, multidimensional or both measurements; directly measuring or supporting NGOs or governments) (<i>Milestone 2</i>)
		To what extent child poverty measures are necessary for advocacy? (<i>Milestone 2</i>)
		To what extent child poverty advocacy generates conflicts with the advocacy of different UNICEF areas? (<i>Milestone 3</i>)
		To what extent is UNICEF directing the child poverty advocacy to the appropriate stakeholder and audience? (<i>Milestone 3</i>)
		To what extent UNICEF's advice of policy changes has been used by the governments? (<i>Milestone 4</i>)
		To what extent the regional and global divisional offices support has been useful for Country Offices to generate analysis and propositions on child poverty reduction policies? (<i>Milestone 4</i>)
How can measurement and advocacy better contribute to the generation of policy change? (<i>Milestone 4</i>)		

⁸ [OECD evaluation criterias](#)

Evaluation Objectives	Evaluation Criteria	Key Evaluation Questions
		<p>What is the trade off in the effort done to support the development of child poverty plans instead of making changes in policies? <i>(Milestone 5)</i></p> <p>How can UNICEF better contribute to the integration of child poverty policies other than through national development plans? <i>(Milestone 5)</i></p>
<p>2) To understand the breadth and depth of UNICEF work and its tangible results in child poverty reduction and social protection coverage, identifying the specific effective methodologies that led to those results</p>	<p>Effectiveness</p> <p>Is UNICEF's work achieving its objectives on child poverty reduction?</p>	<p>What are the specific factors that drive or hinder realization of success?</p> <p>To what extent does UNICEF have clarity on the global and national pathway to end child poverty? <i>(Milestone 1)</i></p> <p>To what extent is UNICEF assuring the use of child poverty measurements for analysis, advocacy, and policy change? <i>(Milestone 2)</i></p> <p>To what extent did UNICEF work in poverty measurement lead to policy uptake? <i>(Milestone 2)</i></p> <p>To what extent is UNICEF creating awareness on the importance of addressing child poverty? <i>(Milestone 3)</i></p> <p>To what extent is UNICEF contributing to policy and programme change that reduce child poverty more effective and sustainable? <i>(Milestone 4)</i></p> <p>To what extent is UNICEF supporting countries to develop national plans to end child poverty? <i>(Milestone 5)</i></p> <p>To what extent UNICEF contribute to expand social protection programs for the most vulnerable boys, girls, and women?</p> <p>To what extent did the policy uptake led to change in national plans, increases social protection coverage and/or services for children, especially the most deprived and in humanitarian context? <i>(Milestone 5)</i></p>
<p>3) To assess UNICEF institutional capacities to achieve child poverty objectives by building national government systems in a sustainable manner</p>	<p>Sustainability</p> <p>To what extent UNICEF is working in its institutional capacities and building national government systems?</p>	<p>What is UNICEF doing to address bottlenecks in child poverty reduction programming such as supply availability and accessibility, reporting, resource mobilization, and staff capacity?</p> <p>What capacities were built as the result of COVID-19 that are replicable beyond the pandemic?</p> <p>How much and where did capacity building address girls and most vulnerable groups?</p> <p>To what extent has UNICEF, where feasible, worked actively to maximize the sustainability of the results stemming from its inputs?</p> <p>How can UNICEF better bridge the child poverty actions with other goal areas to deliver more sustainable results?</p> <p>To what extent UNICEF contributed to increase partners capacities? <i>(Milestone 1)</i></p> <p>What lessons can be learned from UNICEF work in strengthening national capacities? <i>(Milestone 4)</i></p> <p>To what extent UNICEF capacities were adequate and sufficient?</p>
<p>4) To identify and incorporate lessons learned and better practices from UNICEF child poverty reduction work and make recommendations on incorporating those to ensure</p>	<p>Impact</p> <p>What is the impact of the different pathways to reduce child poverty followed in the selected countries?</p>	<p>What are the main lessons learned in UNICEF child poverty reduction work up to now?</p> <p>What lessons learned have come from the myriad adaptations necessary to constructively work through the pandemic?</p> <p>How UNICEF was able to engage in partnership to mobilize national agenda, and defining a pathway? <i>(Milestone 1)</i></p> <p>How much of UNICEF's advocacy efforts to disseminate and mobilize awareness from child poverty evidence translate into government policies? <i>(Milestone 3)</i></p> <p>How much of UNICEF's advocacy strategy on child poverty during the COVID-19 pandemic influence policies, plans and budgets? <i>(Milestone 3)</i></p>

Evaluation Objectives	Evaluation Criteria	Key Evaluation Questions
that future decisions and programming have maximum impact		What entry points and effective strategies have influenced governments to adopt child poverty measurement and goals? <i>(Milestone 4)</i>
		Do the increased commitments to eliminate child poverty translated into an expansion of coverage in inclusive social protection for children? <i>(Milestone 5)</i>

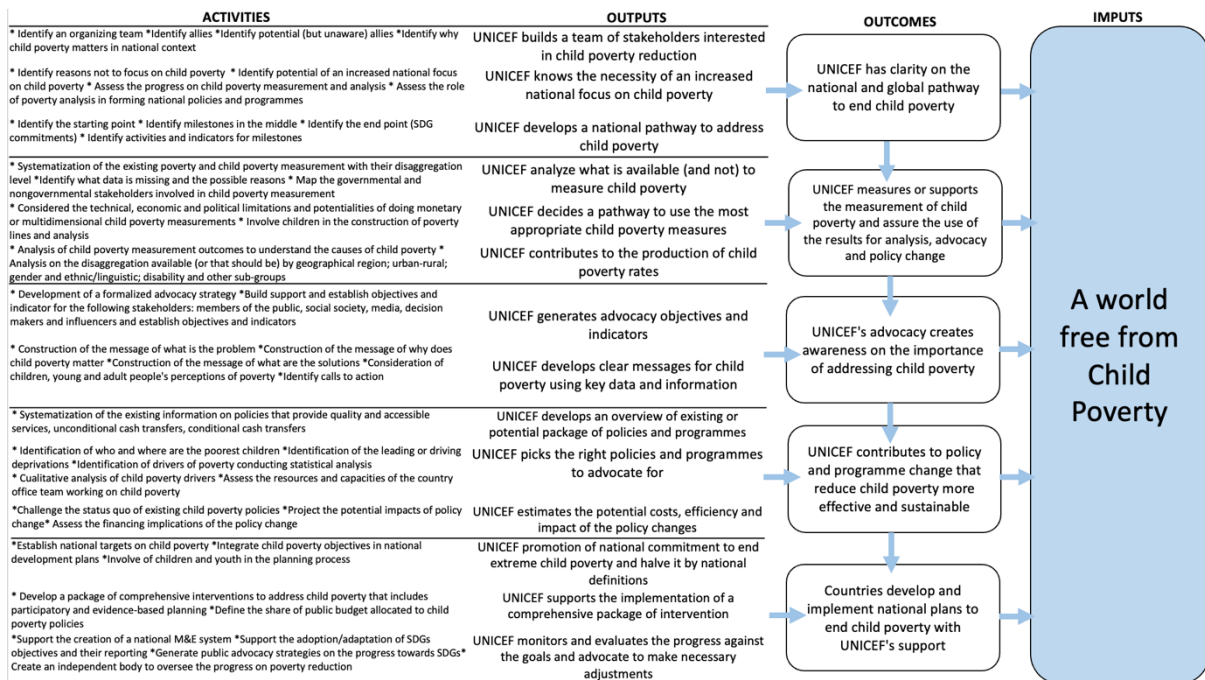
Scope of the evaluation:

Temporal Scope: The evaluation covers the period of 2019 to present, using UNICEF’s current Strategic Plan (2022-2025) and its Theory of Change as framework, in responding to the main objectives of the evaluation.

Thematic Scope: UNICEF work on child poverty reduction, focusing on the five indicative milestones on the pathway to address child poverty made with the Global Coalition and UNICEF and on UNICEF programmes in GA5 5 that supports countries’ efforts to address child poverty, promoting monetary and multidimensional child poverty measurement, and supporting government policies, programs, and public budgets. Evaluation themes may be further developed in the inception phase.

Figure n° 1 summarizes the generic ToC implied in the milestone’s framework. It is important to point out that this generic ToC will take different characteristics in each country depending on the specific context, the political opportunities, and the range of engagement approaches. However, as it is said in the guide, countries that have made progress on child poverty have “an often small but dedicated group driving the issue forward; a clear sense of intention and direction to child poverty work (but that is flexible to changing circumstances); and a sustained long-term commitment to change”.

Fig n° 1. Theory of Change implied in milestone’s framework



Geographical Scope: is not limited to a region, though primary data collection and secondary data analysis is limited to a maximum of four countries to be chosen from the following groupings: (1) Malaysia/Perú, (2) Uganda/Rwanda, (3) Guatemala, (4) Montenegro, (5) Nigeria/Egypt/Bangladesh⁹.

Table 2 shows an overview of main country indicators considering for the selection: i) region; ii) income (based on the World Bank classification¹⁰); iii) general population and percentage of child population; iv) the reporting of child poverty measurements; v) percentage of GDP dedicated by government to social assistance programmes; vi) fragility context according to their Humanitarian Action status; vii) recommended component programmes on social policy to be evaluated.

Table n° 2. Country selection for case studies approach

⁹ The suggested countries were selected following the desk review and specially informed by the recommendation of the key informant interviewed in the scoping phase. Pending on availability and other factors, final country selection will be prioritized at proposal stage.

¹⁰ [World Bank Income Classification](#)

	Bangladesh	Egypt	Guatemala	Malaysia	Montenegro	Nigeria	Peru	Rwanda	Uganda
Region	Sout Asia	Middle East and North Africa	Latin America and Caribbean	East Asia and The Pacific	Europe and Central Asia	West Central Africa	Latin America and Caribbean	Eastern and Southern Africa	Eastern and Southern Africa
Income	Lower-middle	Lower-middle	Upper-middle	Upper-middle	Upper-middle	Lower-middle	Upper-middle	Low	Low
Total Population	164.689.383	102.334.403	16.858.333	32.365.998	621.306	206.139.587	32.971.846	12.952.209	45.741.000
% child population	26.8%	33.9%	33.3%	23.4%	18%	43.5%	24.7%	39.5%	46%
Report of child poverty measures (monetary in SDG VNR)	No	No	Yes (2019)	No	No	No	No	Yes (2019)	No
Report of child poverty measures (multidimensional in SDG VNR)	Yes (2020)	No	No	No	No	No	No	Yes (2019)	No
% monetary child poverty measurement	46% (2019. Not reported by government)	37.7% (2015. Not reported by government)	68.2% (2014. Reported by government)	Not reported	33.7% (2019. Reported by government)	47.4% (2020. Reported by government)	Not reported	44.5% (2018. Reported by government)	23.1% (2017. Reported by government)
% multidimensional child poverty measurement	57% (2020. Reported by government)	29.5% MODA (2017. Reported by government)	Not reported	Not reported	Not reported	53.9% MODA (2020. Reported by government)	Not reported	25.3% MODA (2018. Reported by government)	56% (2017. Reported by government)
Percentage of GDP dedicated by government to social assistance programmes	Between 0.25% to 1.0%	Greater than 1.75%	Between 1.0% to 1.75%	Between 1.0% to 1.75%	Between 1.0% to 1.75%	Less than 0.25%	Between 0.25% to 1.0%	Greater than 1.75%	Weak: Between 0.25% to 1.0%
UNICEF Situation reports Humanitarian Action for Children	Yes	No	Yes	No	No	Yes	Yes	Yes	Yes
GA5. Selected Programme Component	Social inclusion and increased awareness on child rights	Social inclusion	Social inclusion	Social inclusion and disparity reduction	Social and Child Protection	Social policy and gender equality	Recognizing and prioritizing the rights of children	Social Policy	Social Policy

Intended Users: The primary users of the evaluation will be UNICEF Social Policy section of the Programme Division at Headquarters, UNICEF Division of Data, Analytics, Planning and Monitoring, Regional Offices, Country Offices, as well as UNICEF’s Executive Board. The evaluation will also be providing helpful guidance to governments, other UN agencies and development partners associated in the Global coalition to End Child Poverty.

Evaluation Approach and Methodology

(To be further refined during the inception phase under guidance and supervision of the Senior Evaluation Specialist, who, along with the Evaluation Team Leader, will manage the Evaluation)

The proposed methodology shall be suitable to address the Evaluation questions and should seek to include a mixed method approach based on review of existing evaluations, programme documents, surveys and interviews with key stakeholders, and field visits including community engagement in the evaluation, from which the evaluation team will be expected to reconstruct a Theory of Change of selected programme components on child poverty reduction. This information should then be captured in an evaluation matrix, which will also identify the indicators, data sources and analytical methods to be used to address the evaluation questions. Potential methodological approaches, to be refined during the inception phase and before the data collection phase are theory based evaluation including realist approaches, comparative case study and contribution analysis and/or a mix of thereof.

Consideration of the methodological approaches to be utilized in this evaluation include quantitative and qualitative mixed methods to answer the evaluation questions through the following connected steps:

- 1) Extended on-line survey to provide a global perspective. Evaluators will develop and gather information through a brief quantitative survey to be answered by social policy and child poverty UNICEF staff from all ROs and COs, as well as selected HQ staff.
- 2) A comparative case studies approach, with cases from the countries selected to be studied in-depth. This should consist primarily of qualitative primary data collection in the form of Key Informant Interviews including primary and secondary stakeholders.

- 3) A validation survey to pre-approved regional, country offices and some secondary stakeholders. The survey will follow a quasi-experimental quantitative approach and will cover the group of pre-selected countries that were not included in the qualitative study. The survey will cover primary and external stakeholders.

These will be the evaluation building blocks, with each step yielding analytic information and informing the next step. This methodological approach should complement the countries' case study qualitative information with quantitative support, using triangulation to provide consistent, analytical results.

Within the comparative case studies approach, the evaluation team should explore options to employ a realistic impact evaluation methodology, a theory-based approach that not only explains what works in what contexts, but also investigates 'How and why this works or does not work, for whom, to what extent, in what circumstances and for how long?'. To facilitate this, the team may consider developing hypotheses to be tested under the CMO approach (Context-Mechanism-Outcomes). These hypotheses, which specify the mechanisms that are expected to make programmes achieve outcomes in certain directions, can be tested by gathering qualitative and quantitative data.

The evaluation will be conducted under several phases -

Phase 1 - Inception: The inception phase will entail conceptualization of the approach and methodology, along with a work plan and timeline. This shall involve a literature and document review, and key informant interviews. The Inception report should include key components of a detailed methodological plan, data analysis plan (which data is analyzed, by whom and how), and quality assurance mechanisms. Evaluation questions may also be further refined during the inception phase, in agreement with the Senior Evaluation Specialist, the evaluation manager.

Phase 2 - Data Collection: Essentially, methods used should include country case studies covering a select number of countries from which field country case studies will be conducted. Other evidence sources should include a comprehensive programme document review, and key stakeholder's interviews at UNICEF and among regional and country partners, including local government, as well as with comparable international organizations. In the field case study countries, data collection should encompass in-depth review of country-specific documents, key informant interviews, focus group discussions, engagement with the targeted population, and site visits. Finally, the evaluation should consider an on-line survey of key stakeholders globally.

Phase 3 - Data Analysis: Before entering the last phase - reporting - it is important that the team consolidate all data collected during the previous phase and start analysis and implement the data analytical plan in search of findings, to reach conclusions in line with each line of enquiry (EQ). This phase is important and includes operationalization of the quality assurance method highlighted in the inception report, describing how triangulation will be operationalized, and related issues. Usually, outputs from this phase are of an analytical nature, such as graphics, charts, and statistics outputs (descriptive or inferential).

Phase 4 - Reporting: The reporting phase comprises producing several ongoing reports, including regular reports (weekly or bi-weekly as agreed with the Evaluation office and specialist) from consultants. Report content will be light, and meant to inform on ongoing evaluation implementation progress, identify challenges and bottlenecks, provide adequate support to the consultants, and take appropriate decisions. Progress toward key evaluation plan milestones, emerging challenges, and need for support from the SES are also reported.

Phase 5 - Recommendations and Findings: A workshop might be considered to discuss findings and recommendations with the client and key stakeholders for clearance and agreement on proper management response.

Evaluation Guidance and Standards: The evaluation methodology should be guided by the Norms and Standards of the United Nations Evaluation Group (UNEG). http://www.uneval.org/normsandstandards/indexs.jsp?doc_cat_source_id=4, Geros and the UNEG ethical guidance to evaluation as guiding principle to ensure quality of evaluation process. <http://www.uneval.org/search/index.jsp?q=ETHICAL+GUIDELINES>. Furthermore, the evaluation should incorporate the human rights-based and gender perspective and be based on Results Based Management principles and logical framework analysis. The main deliverables will be reviewed by the EO for Quality Assurance while ensuring compliance with all Evaluation standards including Geros.

Towards the end of the evaluation, during which a draft final report is delivered, aligned with UNEG (United Nations Evaluation Group) standards and Geros, for comments and approval. This report is considered as internal to the team. If deemed not ready to be shared with the Reference Group, the draft report will be sent back to the team with constructive comments that are expected to be addressed. This is considered the internal draft report. Then once EO agrees that it is ready for the Reference group consultations, it will then be shared for comments. The team will then address the comments and send a revised version to the Evaluation Office for its review which will then consist of a payable deliverable; it may (or may not be shared again) with the reference group.

Risk Management

Availability of information: While there is systematic information on global initiatives and UNICEF priorities and programs focused on UNICEF work on child poverty reduction from a global perspective, from a Country Office the most critical risk is that programming elements may still be incomplete and not available in the Annual Reports (COARs), or that implementation of activities associated with Strategic Plan 2022-2025 may not have generated enough information to undertake a meaningful assessment and/or critique at the country level. An effort should be made by UNICEF (Evaluation Office and Reference group) to ensure that the Evaluation team gets as complete a picture as possible about the implementation status of activities that contribute to the UNICEF work on child poverty reduction.

Evaluations with no actionable recommendations: One risk indicated by the KII during the scoping phase is that the evaluation results give general recommendations that are difficult to

take at country level. The evaluation recommendation must provide practical orientations to ROs and COs to implement the pathways to child poverty reduction. Because of the heterogeneity of situations this will be a challenging task that must be addressed by the evaluation team.

Difficulties to fully understand the complete mapping of the organization: Complexity and diversity of areas supported by UNICEF may result in methodological and logistical challenges in capturing the full scope of UNICEF work. Be constantly willing to adjust the evaluation methodology in light of evolving findings, challenges and opportunities. Clearly define key deliverables and acceptance processes at the outset of the evaluation.

Changes in context of emergency limiting ability to conduct fieldwork: Prioritize KIIs with community leaders upon start of fieldwork as other activities can be conducted remotely; work primarily with local field researchers familiar with local contexts and threat levels; identify alternative data collection strategies relying on innovative methods in case fieldwork nevertheless remains impossible.

Delay experienced due to ethical approval processes: Ethical approval processes should be started right upon the draft acceptance of the inception report, however, delay in granting approval may still be experienced. In such an event, more fieldworkers may be hired to expedite data collection further down the line, while interim analysis and development of findings should start, and be updated with the findings from delayed programmes later on.

Unavailability of or insufficient time with key informants (staff turnover, travels, etc.): Map the key informants and organize, in cooperation with UNICEF Country Office, interviews with people that left the respective institutional stakeholder, if information obtained from the existing staff would be insufficient; interviews could be face-to-face, by Microsoft Teams or by phone. The same could be applied in the case of key informants who would not be in the office due to travel/personal matters/etc.

Sensitivity of stakeholders to questions and limited willingness to conduct frank and open dialogue: As part of this, UNICEF staff may have concerns about the intent of the evaluation, or the expected direction of the findings: Evaluations benefit from strong involvement of UNICEF's Evaluation Office, to protect the independence of the evaluation and isolate it from intro-organizational dynamics; be transparent regarding the scope and purpose of the evaluation and the potential impacts.

Ethical Considerations

Ethics: The evaluation should be guided by ethical and moral principles in line with the Norms and Standards for Evaluation (2016), developed by the UN Evaluation Group (UNEG), as well as the UNICEF Procedures for Ethical Standards in Research, Evaluation, Data Collection and Analysis. Strict adherence to a high set of ethical standards is of the utmost importance, given the subject matter of the study and its focus on vulnerable populations. As such, the participatory data gathering approach will need to be designed to avoid stigmatization, discrimination, and any

form of harm to participants, including an emphasis on beneficiaries having to relive past trauma. The evaluation is expected to have to go through an ethical approval process in all countries selected for data collection.

Qualifications, Roles of the Evaluation Team, Management and Governance Arrangements

The evaluation will be carried out by a firm/institution with relevant expertise and capacities to manage a global evaluation effort. The team composition should include at a minimum 1) an evaluation expert, 2) a child poverty expert, 3) an evaluation team (quantitative and qualitative researchers). The team leader will be tasked to guide and manage the evaluation exercise, and thus should have expertise in leading evaluations. The profiles of the team members are summarized below:

1) Evaluation Expert

- Advanced University degree in public policy, social sciences, economics or other related fields. Additional qualifying experience may be accepted in lieu of the university degree.
- A minimum of ten (10) years of relevant professional experience in leading and managing evaluation teams and practical experience conducting evaluations.
- Familiarity about child poverty issues, obtained through research, programming, and/or academic endeavors, is an asset.
- Skills and experience in developing results frameworks, tools or guides for monitoring and evaluation.
- Familiarity with results-based management orientation and practices and preparing products in the UN style; familiarity with UNICEF's programming and management systems will be an added advantage.
- Familiarity with UNEG evaluation standards, including the UNEG Guidance on Integrating Human Rights and Gender Equality in Evaluations, is an asset.
- Excellent analytical and writing skills in English is required. Knowledge of another official UN language (Arabic, Chinese, French, Russian or Spanish) is an asset.

2) Child Poverty Expert

- Advanced University degree in public policy, social sciences, economics or other related fields. Additional qualifying experience may be accepted in lieu of the university degree.
- A minimum of ten (10) years of relevant professional work on child poverty fieldwork and with UNICEF (highly desirable).
- Up-to date knowledge, skills, comprehensive practice and/or experience in the field of child poverty, obtained through research, programming, and/or academic endeavors.
- Evaluative expertise will be an added advantage.
- Familiarity with results-based management orientation and practices and preparing products in the UN style; familiarity with UNICEF's programming and management systems will be an added advantage.
- Familiarity with UNEG evaluation standards, including the UNEG Guidance on Integrating Human Rights and Gender Equality in Evaluations, is an asset.
- Excellent analytical and writing skills in English are required. Knowledge of another official UN language (Arabic, Chinese, French, Russian or Spanish) is an asset.

3) Evaluation Team (quantitative and qualitative researchers)

- Advanced University degree in public policy, social sciences, economics or other related fields. Additional qualifying experience may be accepted in lieu of the university degree.
- A minimum of five (5) years of relevant professional experience working in impact evaluation. Understanding of technical aspects of child poverty is strongly favored
- Strong quantitative and qualitative research skills and knowledge of and experience with impact evaluation methodologies
- Experience working with analytical softwares (R, STATA, SPSS)

CONFLICT OF INTEREST: Any conflict of interest in this evaluation should be declared earlier on in the process during the bidding and contracting stage. A declaration form shall also be signed by the parties.

Role of Evaluation Office

The Evaluation will be managed from UNICEF's Evaluation Office, by the Senior Evaluation Specialist (SES) and assisted by an Assistant Evaluation Manager. The Senior Evaluation Specialist will supervise and guide the conceptual aspects of the Evaluation in close collaboration with the team leader (approach and methodology) which will be ultimately approved by the SES as he/she will contribute to the development of the GEROS compliant Final Evaluation and the generation and validation of the recommendations. He/she will also have responsibility to:

- Co-ordinate, direct and supervise all activities of the Team leader and Evaluation and its execution.
- Be the liaison between the Team leader, Evaluation team and with the reference group and provide periodical updates on the execution of the Evaluation, as well as internal review processes.
- Prepare publishing-ready versions of the reports for issuing by the Director, Evaluation Office.
- Provide oversight and guidance to the evaluation team on UNICEF requirements and standards for evaluative work.
- Provide quality assurance and approve all deliverables.

Roles and Responsibilities of the Consultants

Evaluation Expert/Evaluation Team Leader

- Lead the evaluation team; she/he will provide direction to the team member(s) as required.
- Develop the inception report, and relevant tools, methods and approaches for the overall evaluation.
- Responsible for the overall delivery of the evaluation according to the TORs and approved Inception Report and she/he is primarily accountable for the quality of all deliverables.
- Write and present the draft final report, as per the UNEG/GEROS standards.

Child Poverty Expert

- Child poverty expert, under the direction of the team leader, is jointly accountable for the deliverables.
- Provide support and accomplish necessary tasks as approved in the inception report and agreed by the team leader, such as the development of relevant tools, method and approaches for the overall evaluation and contribute to the data analysis, focusing on quantitative data as necessary.
- Brings social policy experience to the team, safeguarding sensitivity of forthcoming recommendations to characteristics and concerns of the sector.
- Works together with the humanitarian cash transfer specialist to identify opportunities to bridge the humanitarian-development nexus.

Evaluation Team

- Quantitative and qualitative researchers, under the direction of the team leader, are jointly accountable for the deliverables.
- Provide support and accomplish necessary tasks as approved in the inception report and agreed by the team leader, such as the development of relevant quantitative tools, method, and approaches for the overall evaluation
- Develops analysis plan and scopes and analyzes relevant micro-level datasets available in selected countries.

Role of the Reference Group

To be appointed by the Director, Evaluation Office, the reference group will provide expert advice during the evaluation. The reference group will have the following responsibilities:

- Provide inputs in the inception phase to influence the approach of the evaluation, and, where necessary, provide information, relevant documentations and institutional knowledge as key informants.
- Review selected evaluation products (inception report, and final/penultimate report) and providing written comments to the review team through the evaluation manager.
- Contribute to the post-evaluation management response, action plan and dissemination strategy.

Key Deliverables and Timeframe

The Evaluation should be completed within 7 months (01 February 2023 – 30 September 2023) with a final report formatted for submission to the board. Expected deliverables are as follows:

1. An **inception report** (first payable deliverable) which outlines the evaluation methodology and approaches; proposed analytical framework; key desk review; finalized evaluation questions; instruments for interviews and survey with stakeholders, and an outline of the final report, including proposed annexes.
A draft inception report should be shared with the reference group, after which the evaluation team should incorporate the received feedback and finalize it. Following its finalization, the evaluation team should field-test the data collection instruments and

incorporate feedback in the final instruments. Excluding annexes, the report should not be longer than 25 pages.

2. A **first draft evaluation report** (second payable deliverable) that includes the on progress set of findings, and initial conclusions on the overall assessments of UNICEF-supported interventions on child poverty reduction, draft recommendations and annexes. This report will also include; draft country case study reports of UNICEF's work on child poverty reduction. This version will be reviewed mainly by EO and comments fully addressed at satisfaction of EO before payment.
3. A **second draft evaluation report** (not payable deliverable) of the evaluation report, will include EO early comments (step b. above, and considered the internal draft) and the executive summary. This version will have been shared and reviewed by the reference group.
4. **Validation workshop** (third payable deliverable) for clearing findings and recommendations. Prior to finalization of the evaluation report, the evaluation team needs to conduct a validation workshop to collect views on the findings from the Evaluation Office and the Reference Group. In addition, staff from UNICEF offices not visited during the assignment may be invited to participate in some sessions of the workshop, serving to corroborate the findings with experiences from other countries, further triangulating the conclusions and recommendations. The workshop is to be organized after submission of the second draft evaluation report. Brief 2-page session proceedings should be submitted for each session organized.
5. **Final synthesis evaluation report and country cases reports** (last payable deliverable) which will take on the comments from the workshop to finalize and complete the assignment with a final evaluation report. This is the main deliverable of the evaluation, and should synthesize findings, conclusions and recommendations on the overall assessments of UNICEF-supported interventions on child poverty reduction, recommendations and all annexes made during the evaluation process. It also includes country cases reports that should provide a high-level overview of each programme component evaluated, the scope of fieldwork, focus on the findings, conclusions and recommendations based on the analysis of each particular case. Excluding annexes and the executive summary, the synthesis evaluation report should not be longer than 60 pages and each country's case study report should not be longer than 15 pages. The final evaluation report, duly reviewed for quality, and conforming to the UNICEF publishing/GEROS¹¹ standards.
6. **Datasets (qualitative and quantitative)** will be submitted to the Evaluation Office as part of the evaluation deliverables, in soft and hard copies.

As reflected in *Table 3*, the evaluation has a timeline of approximately 28 weeks (7 months) from the beginning of the inception period to the submission of the final report. The table also provides an overview of the composition of the level of effort is estimated for each component of the team.

¹¹ UNICEF has instituted the Global Evaluation Report Oversight System (GEROS), a system where final evaluation reports are quality-assessed by an external independent company against UNICEF/UNEG standards for evaluation reports. The Evaluation team is expected reflect on and conform to these standards

Table n° 3. Proposed Timeline

Description of Milestone / Process ¹²¹³	# Days Child poverty specialist	# Days Evaluation specialist	# Days Evaluation Team	Timeline
1. Inception and initial data collection phase: Desk review, HQ interview, CO Interview (Skype)	15	15	20	Week 1-4
2. Draft Inception Report (IR), with key data collection tools and methods submitted to EO	5	5	5	Week 5
3. TRG reviews and provides feedback on IR	N.A.	N.A.	N.A.	Week 5-7
4. TL/Team to address the comments and submit a revised Global IR (payable deliverable)	3	3	5	Week 8
5. Mission to 4 Country Cases (team split into two teams covering each two countries simultaneously)	25	25	25	Week 9-13
6. Analysis and delivery of case reports and draft synthesis report to HQ for Review (payable deliverable)	25	25	25	Week 14-18
7. TRG review and EO provides feedback on case reports and draft synthesis reports to the team lead (TL)/HQ	N.A.	N.A.	N.A.	Week 19-20
8. TL/Team address comments, and submits first case reports and draft synthesis reports to EO	3	3	5	Week 21
9. TL/Team Prepare and develop recommendations workshop	8	8	5	Week 22-23
10. TL/Team address Recommendations workshop session briefs (payable deliverable)	3	3	5	Week 24
11. TL/Team address comments, and submits Final case reports and draft synthesis report to EO (payable deliverable)	5	5	5	Week 25
12. Delivery of Final Evaluation Report (FER) to HQ	5	5	5	Week 28
Total of expected days	97	97	105	299

Schedule of payments

Payments will be made as per the schedule below:

Table n° 4. Schedule of payments

Deliverables	Percentage
Final inception report (step 4): payable after the Evaluation Office and Reference Group have reviewed the report and their comments have been successfully addressed by the team.	25%

¹² Please note that if a step can have concluded sooner or later, then it will affect the entire time frame.

¹³ It is assumed it is not full time, some days are off or for other purpose or Christmas break

First draft Evaluation Report (with related country cases study reports) (step 6): payable after the Evaluation Office and Reference Group have reviewed the report and their comments have been successfully addressed by the team.	30%
Validation workshop (step 10): Payable on submission of the session briefs.	15%
Final Evaluation Report and country cases report (step 11): Payable after the Evaluation Office, Reference Group and stakeholders have reviewed the draft report and comments are successfully addressed by the team. Includes datasets.	30%

The fees are exclusive of all expenses such as travel, accommodation, and incidental expenses. Failure to submit the deliverables in accordance with the TORs and the required evaluation standards, will result in payments being withheld.

How to Apply

Interested institutions/firms should submit a letter of interest, resume(s), technical and financial proposal, as well as examples of relevant evaluation reports and or study reports, clarifying their role and contribution to the evaluation as they relate to child poverty.

The technical proposal (of up to 15 pages) should demonstrate institution's experience and candidate's knowledge on evaluation methods and approaches, child poverty reduction approaches –specially on UNICEF work– and how they propose to deliver the above TORs with quality evaluation services¹⁴. A list of relevant past and on-going assignments carried out by the institution in the past 7 years should be submitted along with two sample reports that exemplify the quality of the proposers' works. UNICEF may contact reference persons for feedback on services provided by the proposers. Financial proposal should indicate daily fees.

Any conflict of interest in this evaluation should be declared earlier on in the process during the bidding and contracting stage. A declaration form shall also be signed by the parties.

Remarks

Only institutions shortlisted will be contacted and advance to the next stage of the selection process. Reference persons may be contacted as well.

¹⁴ The technical proposal will be in PDF format and must include the Request for proposals for services form (LINK RPFS document).