

# 2024 Country Programme Evaluations in Europe and Central Asia

Armenia, Azerbaijan, Bosnia & Herzegovina, Georgia, Kazakhstan, North Macedonia

## 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) through the United Nations Sustainable Development Cooperation Framework (UNSDCF) results; 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 2018 Evaluation Policy with which it has become 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

### UNICEF evaluation coverage norms

| <i>Evaluation category</i>    | <i>Frequency</i>   | <i>Contextual considerations</i>  | <i>Management arrangements</i>   |
|-------------------------------|--|---|--|
| <b>MANDATORY SCHEDULING</b>   |  |   |  |
| Country programme evaluations | Minimum once every two programme cycles.<br><br>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)

Building on the lessons from the past two cycles of CPEs in the ECA region, and developments in the planning processes, the Evaluation Section proposes the following scope and focus for the next round to ensure the CPEs remain relevant, leverage other evidence gather processes, and provide the necessary evidence base to inform the development of the future Country Programme Documents. Based on feedback on the use of past CPEs, the primary focus is on the **strategic positioning of UNICEF** to deliver

results for children within the organization’s mandate of protecting and fulfilling child rights. The ECARO Evaluation Section will also apply a Multi-Country Programme approach to streamline management and benefit from economies of scale.

With these Terms of Reference, the ECA Regional Evaluation team is commissioning country programme evaluations for the following country programmes: Armenia, Azerbaijan, Bosnia & Herzegovina, Georgia, Kazakhstan, and North Macedonia, which are currently starting a new planning cycle and preparing for their country programme document. Each of these country programmes will have a separate evaluation report.

## OBJECT OF THE EVALUATIONS

The object of evaluations will be the implementation of each UNICEF Country Programmes of the selected countries for a period of at least three years (2021-2023) or longer to ensure that outcome-level results are captured in the countries covered. The country programme documents are available on the UNICEF’s Executive Board page (<https://www.unicef.org/executiveboard/country-programme-documents>), it includes the context, priorities, results framework and indicative budgets. The CPs are UNICEF’s contribution to the realization of the rights of every child, especially the most disadvantaged or vulnerable in a specific country. They reflect the long-term vision of UNICEF to reach out results at scale. CPs are implemented through change strategies (as outlined in the Strategic Plan and adapted by COs), 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 children in the nine countries. 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 for each of the country; National Strategies and Programmes. Given that CPDs are developed together with the host governments of the nine countries and other partners, there are many stakeholders involved in the implementation of the CPs. While governments have primary responsibility for the administration of national development processes and programmes, civil society plays an essential role, particularly in implementation.

The main components of the selected CPs and their respective budgets within the coverage of this cycle of CPEs are as the following:

*Table 2. Current CPD components of the selected CPE countries*

|                | <b>Current CPD components</b>                     | <b>Indicative Budget as in the latest CPD<sup>3</sup><br/>(In thousands of US dollars)</b> | <b>Total</b>                              |
|----------------|---|--|---|
| <b>Armenia</b> | Social protection                                 | 1,062 (RR) + 1,969 (OR)  | 3,850 (RR) + 11,018 (OR) = 14,868 (Total) |
|                | Access to quality health system                   | 608 (RR) + 2,009 (OR)  |   |
|                | Inclusive and quality education                   | 608 (RR) + 3,307 (OR)  |   |
|                | Child protection, justice for children, parenting | 608 (RR) + 1,919 (OR)  |   |

|                                 |   |                         |   |
|---------------------------------|---|-------------------------|---|
|                                 | Programme effectiveness   | 964 (RR) + 1,814 (OR)   |   |
| <b>Azerbaijan</b>               | Early childhood care, including health, nutrition, early childhood development, early education, and protection | 1,520 (RR) + 3,500 (OR) | 4,955 (RR) + 9,000 (OR) = 13,955 (Total)  |
|                                 | Adolescent care, including education, protection, and participation   | 1,950 (RR) + 3,500 (OR) |   |
|                                 | Child rights monitoring systems   | 1,330 (RR) + 1,850 (OR) |   |
|                                 | Programme effectiveness   | 115 (RR) + 150 (OR)     |   |
| <b>Bosnia &amp; Herzegovina</b> | Early childhood care, including health, nutrition, early childhood development                                  | 730 (RR) + 4,410 (OR)   | 4,260 (RR) + 26,640 (OR) = 30,900 (Total) |
|                                 | Inclusive and quality education   | 730 (RR) + 8,230 (OR)   |   |
|                                 | Child protection, justice for children  | 1,025 (RR) + 7,300 (OR) |   |
|                                 | Social protection and child rights monitoring systems   | 1,100 (RR) + 5,450 (OR) |   |
|                                 | Programme effectiveness   | 675 (RR) + 1,250 (OR)   |   |
| <b>Georgia</b>                  | Health and nutrition  | 900 (RR) + 5,600 (OR)   | 4,340 (RR) + 24,670 (OR) = 29,010 (Total) |
|                                 | Inclusive and quality education   | 640 (RR) + 7,180 (OR)   |   |
|                                 | Social protection and enhancing child rights monitoring   | 850 (RR) + 3,620 (OR)   |   |
|                                 | Child protection, justice for children  | 950 (RR) + 6,870 (OR)   |   |
|                                 | Programme effectiveness   | 1,000 (RR) + 1,400 (OR) |   |
| <b>Kazakhstan</b>               | Health and nutrition  | 1,200 (RR) + 4,000 (OR) | 4,300 (RR) + 15,200 (OR) = 19,500 (Total) |
|                                 | Inclusive and quality education   | 1,500 (RR) + 4,500 (OR) |   |
|                                 | Child protection and social protection  | 1,110 (RR) + 5,500 (OR) |   |
|                                 | Programme effectiveness   | 500 (RR) + 1,200 (OR)   |   |
| <b>North Macedonia</b>          | Health  | 950 (RR) + 2,203 (OR)   | 4,270 (RR) + 11,150 (OR) = 15,420 (Total) |
|                                 | Inclusive education and participation   | 1,729 (RR) + 6,174 (OR) |   |
|                                 | Social protection and enhancing child rights monitoring   | 1,147 (RR) + 2,689 (OR) |   |
|                                 | Programme effectiveness   | 444 (RR) + 84 (OR)      |   |

With a total of regular resources (RR) of less than 5 million US dollars for implementation in 5 years, these country offices are considered of small size within UNICEF categorization, which has resulted in expenditures of less than 10 million US dollars each year. Small country offices implement mainly advocacy activities to influence key stakeholders to support the member state to fulfill their commitments towards the rights of children. In some cases, they also implement together with their government demonstrative models that can be brought to scale by the State. Most of the policy influencing is done at the centralized level, however, several interventions are implemented with special focus on some of the geographical areas and demographic groups which will vary from country to country. Furthermore, UNICEF country office need to adjust to unforeseen circumstances caused by external shocks or internal situations. The adaptability of UNICEF offices is critical to ensure that identified need as well as emerging needs are attained, even in complex scenarios.

The current assignment will start in April 2024— a year before the completion of the current CPDs. The timing is important in order to ensure that its results feed into the design of the new CPDs.

## EVALUATION CONTEXT

**Armenia:** Armenia has experienced significant socio-political and economic shocks in recent years. These events have included the 2018 Velvet Revolution, the 2020 twin shocks of the COVID-19 pandemic and the conflict with Azerbaijan. Operating in a turbulent and uncertain geo-political context, the country struggles with low investment rates, weak attraction of foreign direct investment, limited human capital, connectivity constraints both within Armenia and with other countries, and limited diversity in its export base and destinations. The immediate challenge involves addressing the urgent humanitarian needs of the displaced population, including providing shelter, food, healthcare, and psychological support. Additionally, the country faces substantial uncertainty arising from geopolitical circumstances. Balancing the immediate needs of the displaced population with long-term development amidst uncertainty is a considerable challenge (World Bank, 2024). UNICEF addressed challenges through a 'humanitarian-development nexus,' providing financial, technical, and in-kind support. The country office works under a multifaceted approach, balancing emergency response with long-term development to enhance the well-being of children in Armenia.

**Azerbaijan:** Amid economic growth supported by stable oil production and a modest acceleration in domestic demand, the country faced challenges from rising global fossil fuel prices affecting essential commodities. The notable increases in the 2019 budget allocations for education (up by 13 percent) and health care (by 44.5 percent) are important in terms of improving human capital. But further efforts are needed to align budget spending with development needs, including through strengthening medium-term budgeting and the public investment management system (World Bank, 2024). Despite advancements in child health, concerns persisted, including learning gaps and declining immunization coverage post-COVID-19. The return of internally displaced people to Karabakh saw thousands of individuals returning in 2023, but the region faced threats from landmines, particularly affecting women and children.

**Bosnia and Herzegovina:** The political system in BiH is complex, reflecting the provisions of the country's constitution developed to end ethnic conflict, as well as subsequent changes to the system introduced under the guidance of the international community through the Office of the High Representative. In July 2015, the Council of Ministers of BiH, Government of Republika Srpska (RS), and Government of the Federation of Bosnia and Herzegovina (FBiH) adopted a joint program of structural reforms known as the reform agenda. This reform agenda presents a rare window of opportunity for structural reforms in BiH, underpinned by a broad national consensus on the country's critical challenges and priorities and the sustained support of key development partners (World Bank, 2024). These complexities have exacerbated delays in government formation after the 2022 elections, and hindered effective responses to external shocks, such as the COVID-19 pandemic, the Ukraine war, and high inflation. Declines in economic growth affect poverty, affecting a significant portion of the population, emphasizing the need for targeted interventions. The country has initiated EU accession negotiations which has marked a crucial political development.

**Georgia:** Georgia has made much progress over the past decade. Georgia has a solid foundation to continue growing fast, including a favorable business environment, but it also faces some structural

challenges (World Bank 2024). The application for EU candidacy initiated in 2022 is critical for advancing child rights, occurring amid the ongoing war in Ukraine, which has led to a significant influx of Ukrainian children. Despite a slight reduction in child poverty, it remains a pressing concern. Findings from the Child Wellbeing in Georgia Survey reveal that 37.8% of children experience material deprivation, with notable disparities in urban/rural areas and between genders. The government, committed to child welfare, enacts strategies outlined in the National Human Rights Strategy and the Code on the Rights of the Child, addressing multifaceted challenges faced by children in Georgia.

**Kazakhstan:** Since the 2000s, Kazakhstan has seen impressive economic growth driven by the first generation of market-oriented reforms, abundant mineral resources extraction, and strong Foreign Direct Investment. Sustained economic growth has transformed the country into an upper middle-income economy, commensurately raising living standards and reducing poverty. This progress, however, masks vulnerabilities and unevenness in the country's development model. Slowing economic growth, growing inequality and elite capture, and weak institutions reflect the flaws of the resource-based and state-led growth model and raise the risk that Kazakhstan could become stuck in the "middle-income trap." (World Bank 2024). The country has activated a national plan to accelerate progress toward Sustainable Development Goals and ratified the Paris Agreement, committing to carbon neutrality by 2060. Economic growth is stable but rising poverty rates, particularly in the Turkestan region, pose challenges. Kazakhstan addressed child poverty, extending child benefit payments, amending social assistance criteria, and introducing the 'National Fund for Children.' The country prioritized digital transformation, adopting a 'Digital Family Card' and a comprehensive plan for online child safety.

**North Macedonia:** The main stated priorities of the government are to: (a) manage the aftermath of the COVID-19 pandemic; (b) overcome the economic and energy crisis; and (c) pass the constitutional amendments required to continue the EU accession process, in line with the so-called "French Proposal" that triggered the beginning of negotiations with the EU on July 19, 2022 (World Bank 2023). The country faces economic challenges due to the lingering effects of the COVID-19 pandemic, downturn in key trade partners' markets, and rising food and energy prices. In 2022, the food and energy crisis, aggravated by the pandemic, pushed a significant number of children below the relative poverty line.

By the time of implementation of the CPEs, a [Programme Review](#) (PR) will be conducted for Armenia (as a Strategic Moment of Reflection), Bosnia & Herzegovina, Georgia, Kazakhstan, and North Macedonia. 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 CPE and the revised TOCs should be utilized in the assessment of the CP.

The CPEs will benefit from, and 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. Armenia, Bosnia and Herzegovina, Kazakhstan and North Macedonia have completed reviews.

## RATIONALE, PURPOSE AND USE OF EVALUATION

**Rationale:** The key rationale for conducting CPEs and doing so at this stage of CP cycles 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) of all the COs to be conducted in 2024 with the view of them feeding into the development of new CPDs for the next five years. The selected COs have identified the CPEs as 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. 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 Bodies.** UNICEF's main Government partners that UNICEF collaborates with relevant state bodies on the coordination and detailed contents of each CP component in each of the nine countries. The line ministries and state agencies may include: Prime Minister's Office; Ministry of Health, Ministry of Social Protection, Ministry of Education, Ministry of Internal Affairs, Ministry of Justice; different Departments on Youth and Minors; Pre-school and School Education, Teacher Training, Family Support; General Prosecutor's Office; Judges Training Institute, Supreme Court; Committee on Youth Affairs and Sport; Republican Centre of Additional Education;

Committee/Agency on Statistics, etc. The government stakeholders will use the findings of MCPE for helping UNICEF design new CPDs.

**Civil Society Organizations (CSOs).** UNICEF COs are likely to have collaborated with CSOs, primarily, as implementing partners and in relation to piloting of CP activities. CSOs are 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 COs collaborate 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 include the European Commission (EU); the Department for International Development (DFID), UK; the Global Alliance for Vaccines and Immunization (GAVI); the Government of Japan; Republic of Korea, the Russian Federation; the Swiss Committee for UNICEF; the UK Committee for UNICEF; the US Fund for UNICEF; and USAID, among others. 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>1</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.** When possible, UNICEF engages with the private sector to support its implementation of interventions, advocacy for children's rights and for resource mobilization. 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's COs; 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 EVALUATIONS

The overall aim of the CPEs is to assess how well the CPs — 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

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<sup>1</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 adaptive 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), and Country Annual Reports 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, these formative CPEs 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 in the nine countries to identify good practices, and draw lessons and forward-looking recommendations that can inform the 2026-31 CP planning process, which will commence in September 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,
- Draw lessons from the CPD 2021-25 and even before implementation in order to make the best use of UNICEF's change strategies in each country, in this group of countries, 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>2</sup>

## SCOPE OF THE EVALUATION

**Programmatic coverage:** The evaluation will look at the country programme **as a whole**. No specific outcomes areas of strategic will be identified or consider. The CPE will analyze the strategic decisions at the country level based on the context. This will allow strategic analysis and better align to the primary users of the evaluation. The CPE will no substitute thematic evaluations that the country office may be already planned. Evidence and recommendations about this strategic approach are of particular relevance for the strategic direction, management and positioning of the new country programmes (for each country), and should complement Programme Reviews and existing evaluation evidence.

While the evaluation covers two Strategic Plan periods (2018-2021 and 2022-2025)<sup>3</sup>, consideration for the most recent UNICEF's nine change strategies as per UNICEF Strategic Plan 2022-2025 should be given emphasis. These include:

1. Advocacy and communications
2. Community engagement, social and behaviour change
3. Data, research, evaluation and knowledge management
4. Digital transformation

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<sup>2</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.

<sup>3</sup> [https://www.unicef.org/publications/files/UNICEF\\_Strategic\\_Plan\\_2018-2021.pdf](https://www.unicef.org/publications/files/UNICEF_Strategic_Plan_2018-2021.pdf)  
<https://www.unicef.org/media/115646/file/Strategic%20Plan%202022-2025%20publication%20English.pdf>

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

**Geographic and temporal scope:** The principal focus will be on the present country programme from 2021 to present. However, the analysis will include previous results pre-dating this period, as it will illuminate issues in the current programme and current result areas. COs are also welcomed to have a focus on a specific period of time when the CP was implemented or before (e.g., change in Government’s highest leadership, impact of programming from the Ukraine crisis, etc.) The final choice of the period to be evaluated will be defined during the inception stage depending on the focus areas that the CO would choose to explore.

The scope of the evaluation will be national, with potential exemplifications with specific interventions at the sub-national level.

## 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. Additionally, equity and gender equality are also examined as part of CPE. COs can include additional sub-questions during the inception phase to respond to areas of specific strategic interest and align to programme areas. The evaluation questions pertain to each country programme individually.

*Table 3. Evaluation criteria, overarching questions, and follow up questions.*

|  |
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| <b>Relevance</b>   |
| <b>1. To what extent is UNICEF responding to the (changing) needs of the most vulnerable throughout programme implementation?</b>  |
| <ol style="list-style-type: none"> <li>a. To what extent did UNICEF positioning and implementation strategies enable the CO to respond to those needs?</li> <li>b. What were the comparative advantages used by UNICEF in advocacy and programmatic work in relation to other stakeholders in the country?</li> <li>c. To what extent was UNICEF management able to timely adapt to changes in the operating environment caused by internal and external shocks, crises, or major socio-economic and political changes?</li> </ol> |
| <b>Efficiency</b>  |
| <b>2. Are UNICEF’s resources enabling the best delivery of the country programme as per identified (and changing) priorities?</b>  |
| <ol style="list-style-type: none"> <li>a. To what extent UNICEF positioning in the country is taken into consideration to identify implementation of change strategies?</li> <li>b. What efficiency measures did UNICEF use to enable it to be more effective and efficient in addressing the challenges and mitigating risks in the evolving country context? Were these measures sufficient? Why or why not? This includes strategic allocation of financial resources and staffing.</li> </ol>                                  |

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|--|
| <p><b>Effectiveness</b></p> <p><b>3. To what extent is UNICEF through its strategies, operations, partnerships and advocacy managing to effectively achieve results for children?</b></p>  |
| <p>a. To what extent is UNICEF positioned itself among the most influencing stakeholder to achieve results for children and policy change?</p> <p>b. What external and internal enabling/restrictive factors affected its effectiveness?</p> <p>c. To what extent is UNICEF effectively introducing and implementing innovative models to be delivered at scale through national systems?</p>  |
| <p><b>Sustainability</b></p> <p><b>4. To what extent UNICEF manages to ensure sustained political, financial and institutional commitment in priority areas within the most influential stakeholders?</b></p>  |
| <p>a. To what extent does UNICEF leverage its positioning to successfully influence sustained public expenditure in prioritized areas? This includes financially sustainable innovative models scaled up in the country.</p> <p>b. To what extent does UNICEF build strategic partnerships to ensure sustained results of UNICEF's supported national programmes and policies?</p> <p>c. To what extent the results achieved contributed to system strengthening at national and sub-national level and sub-national models with adequately supported scale up strategy?</p> |
| <p><b>Coherence</b></p> <p><b>5. To what extent do UNICEF's results complement national government priorities at the central and decentralized level?</b></p>  |
| <p><b>a.</b> How well does UNICEF collaborate with other stakeholders? Is there effective coordination?</p>  |

Throughout the responses, the team will be analyzing all with a **gender and equity** cross-cutting perspective, specifically it would be looking into the extent to which gender and equity were integrated in the implementation of UNICEF interventions.

The evaluation team will respond to each of these questions with three approaches: a) identifying how adaptative UNICEF has been to unforeseen circumstances/external shocks; b) identifying the levers and limiting internal and external factors that affect UNICEF implementation; and c) identifying specific examples that showcase what has worked of has not worked for advocacy and programmatic work.

## APPROACH AND METHODOLOGY

The approach and methodology presented is guided by the UNICEF's revised Evaluation Policy,<sup>4</sup> the Evaluation Norms and Standards of the United Nations Evaluation Group (UNEG),<sup>5</sup> UNICEF Procedure for Ethical Standards in Research, Evaluations and Data Collection and Analysis<sup>6</sup> and UNICEF's reporting standards. The proposed approach presents a way forward to design and implement a multi-country programme evaluation (M-CPE) for the six countries. The proposed approach will have the common evaluative elements which are shared by the COs and the elements which will be optional for each CO to

<sup>4</sup> UNICEF 2018 Evaluation Policy <https://undocs.org/E/ICEF/2018/14>

<sup>5</sup> UNEG Norms: <http://www.uneval.org/document/detail/21>, UNEG Standards: <http://www.uneval.org/document/detail/22>

<sup>6</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)

add. It is assumed that this design will be effective to strike a balance between the interests of each CO and RO's interest in learning across the region.

The CPEs will take the following general approach:

- Use as much as possible existing information already produced by the CO, including internal databases, reports, repositories of evidence, etc.
- Allow for maximum ownership by CO staff and place the least possible burden on UNICEF staff. Strike a balance between CO ownership and multi-country evaluation arrangements allowing some standardization of the aspects of the purpose, scope, evaluation questions, an overall methodology and team composition with a certain individualization to meet the varying interests of COs.
- Align to CP planning processes, in coordination with the Planning team, to ensure the evaluation feeds into the overall CPD design.
- Engage country, sub-regional and regional key partners throughout the evaluation process.
- Work in a way that will allow sharing good practices and lessons learned across and within countries. All of this toward the ultimate goal of improving UNICEF's the implementation of change strategies and accountability in all country contexts.
- Maximize the use of 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.
- Identify some key trends in the region that can inform other country programmes and promotes cross-fertilization
- Facilitate the identification of regional and sub-regional trends while the focus will be on the specific countries
- Ensure that current context and forward-looking analyses are formulated based on information and evidence available for a forward-looking recommendations and way forward.

Bidders are required to present their best ideas as part of the technical proposal, and can propose an overarching conceptual framework or specific conceptual models to examine the different issues. Ultimately, the methodology will be agreed upon by the evaluation manager, and the evaluation team. It will be based on the final questions and whether various attributes of UNICEF CPs and evaluation process make it feasible to use different methods.<sup>7</sup> Taken these considerations into account, the overall evaluative framework proposes a Theory-based Evaluation (TBE) with potentially both quantitative and qualitative methods and data collection and analysis techniques.

Bidders should display the ability to identify, conceptualize, and manage a range of methods. The following is intended to offer useful information on actual or potential resources and limits:

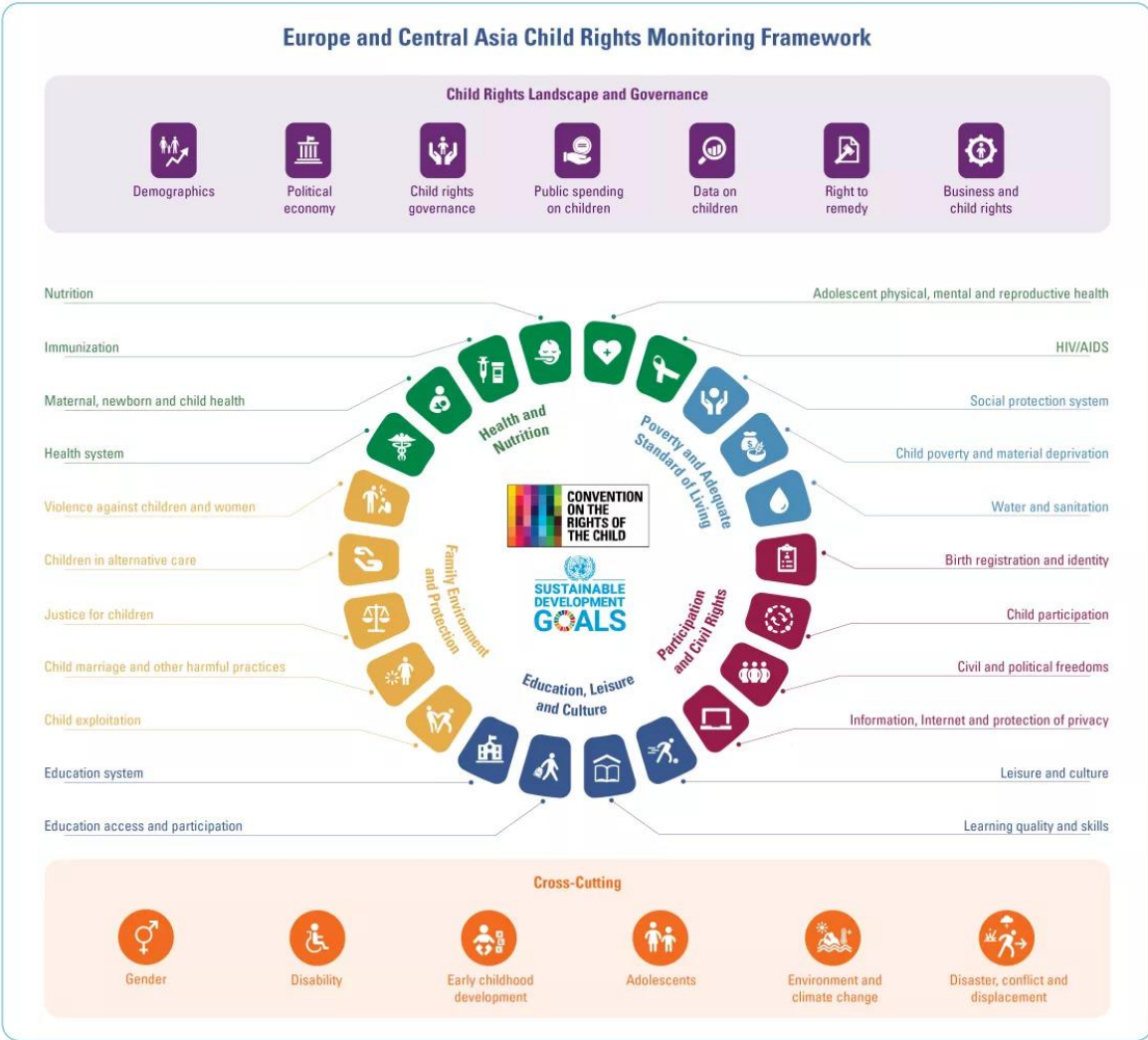
1. A positioning exercise (network analysis), implemented by another firm, will be fed into the evaluation process. A specialized company on network analysis will provide all relevant information to evaluation team. This analysis aims at understanding UNICEF's strategic position in country is the crux to interrogation within this evaluation. As such, the analytical framework applied in the evaluation will need to link UNICEF's strategic position to results.

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<sup>7</sup> Possible application of: Befani, B. & O'Donnell, M. (2016) Choosing Appropriate Evaluation Methods: A Tool for Assessment and Selection.

2. UNICEF can 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. These 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.
3. UNICEF will also provide documentation to be reviewed and systematically analyzed that are relevant to the evaluation issues. Document review 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. Document identification needs to take place during inception and will continue throughout the evaluation. The methodology should be aware of and prepared to take advantage of the accumulated and in-process evidence generated through research, studies, and evaluations conducted within the UNICEF and relevant partners. It is suggested that the methodology includes Natural Language Processing to systematize issues in the country related to the child rights in the specific country.

*Illustration 1: UNICEF ECA Child rights monitoring framework*



Source: UNICEF ECARO

4. When applicable, consultation with community influencers/representatives or/and community service providers 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; how effective UNICEF's approaches are to reach the most vulnerable; and, what can be learned from gender integration at local level. Sampling will be required for data collection at this level, a preliminary approach for which the bidder needs to present in the proposal.
5. The proposed evaluation methodology should reflect a human rights-based and equity-focused approach with data being disaggregated by sex, ethnicity, age, disability, etc., and it should pay diligent attention to ethical issues. The bidders are also required to propose preliminary plans for primary data collection in each country with some level of standardization across the selected countries.

6. It is expected that the evaluation team conducts around 20 key informant interviews per country with crucial stakeholders, including government counterparts, implementing partners. The bidders can propose to conduct a survey to a wider number of key stakeholders. It may be necessary to arrange translation services for the interviews. The proposal should include capacity to conduct interviews in local language, if not additional costs may need to be considered.
7. The final methodological proposal and final report should include the integration of at least the positioning exercise results, the information from UNICEF databases and internal systems, desk review of different documents from UNICEF and outside UNICEF, community service providers/influencers when applicable, and the key informant interviews systematization.
8. The evaluation team will deliver one report **per country** of 20 pages max. (without annexes) and a separate executive summary of 3 pages max **per country**. Each deliverable should be in English proofread and edited.

#### M-CPE PROCESS

Management Approach: Given the number of the CPEs happening concurrently, the proposal is to have selected companies to cover a number on countries. The bidders will choose to implement either evaluation for Group A, Group B or both. ECA Regional Office will manage the evaluations, in close engagement of COs. This will allow for better oversight, quality assurance and not overburdening evaluation teams with the multiplicity of countries. It also allows for greater learning across countries of similar contexts. No summary report of comparative analysis is expected. Each country office will receive a separate inception and final report.

- **Group A:** Armenia + Azerbaijan + Georgia + Kazakhstan
- **Group B:** Bosnia & Herzegovina + North Macedonia

Evaluation phases:

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

#### ***Inception Phase***

**Desk Review:** The evaluation team will conduct a desk review with inputs from the internal documentation and databases as well as from the positioning exercise 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 comprising relevant documentation. In addition, contextual information about the country will be updated on an ongoing basis during the evaluation process.

**Initial Briefings:** In addition to the desk review, brief introductory remote 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 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. 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 labor between the evaluation team members. IR could add the evaluation team’s assumptions of “ideal evidence” to test their theories/hypotheses of what evidence 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 for days per country. Preference will be given to those proposals that involve less air travel time consistently with UNICEF initiative to reduce carbon emissions. It estimated to cover roughly 20 interviewees per country. Key informant interviews to include stakeholders (regional, national, sub-national), including donors, government partners, private sector, civil society organizations, etc. Consider additional costs for translation services in case the company does not have the capacity to conduct the interview in local language.
- UNICEF databases and documents information 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.
- The positioning exercise, network analysis will be used to understand the network landscape of children’s issues in the country. This analysis will be available during this phase.

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 August.

## 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 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 20-30 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.

### 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 clearance.

### **The evaluation process should adhere to the United Nations evaluation norms and standards and Ethical Guidelines for evaluation available at:**

- [http://www.uneval.org/normsandstandards/index.jsp?doc\\_cat\\_source\\_id=4](http://www.uneval.org/normsandstandards/index.jsp?doc_cat_source_id=4).
- <http://www.uneval.org/search/index.jsp?q=ETHICAL+GUIDELINES>
- <http://www.unevaluation.org/document/library>

**The evaluation process should adhere** UNICEF. Core Commitment for Children in Humanitarian Action ([http://www.unicef.org/publications/index\\_21835.html](http://www.unicef.org/publications/index_21835.html)).

**The evaluation should be consistent** with The Procedure for Ethical Standards in UNICEF Research, Evaluation, Data Collection and Analysis and is complemented by, and builds on, the pre-existing Strategic Guidance Note on Institutionalizing Ethical Practice for UNICEF Research and the Evaluations Technical Note No. 1, Children Participating in Research, Monitoring And Evaluation (M&E) — Ethics and Your Responsibilities as a Manager, UNICEF Evaluation Office, 2002.

## Reference documents:

- [UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis CF/PD/DRP/2015-001\(UPES\)](#)
- UNICEF Evaluation Office “UNICEF-Adapted UNEG Evaluation Reports Standards”, July 2010
- UNICEF Evaluation Office “Guidance on equity-focused evaluations - Strengthening equitable results for children”, September 2011
- UNICEF Evaluation Office “Internal guidance for management response to evaluations – Enhancing critical engagement for the strategic use of evaluations” December 2009
- UNEG “Guidance Document - Integrating Human Rights and Gender Equality in Evaluations” August 2014

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 M-CPE will engage children under 18 and other vulnerable groups of the population in data collection. However, should bidders propose otherwise, all M-CPE deliverables will be subject to ethical approvals.

## 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.

## WORKPLAN AND DELIVERABLES

A tentative time frame for the evaluation is provided below. The evaluation is expected to be completed within **eight 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.

*Table 4. Deliverables and Estimated Timeline*

| Phase  | Estimated end date | Deliverable                      | Estimated days allocated Team leader (for 2 countries) | Estimated Analyst and other team members (for 2 countries) |
|--|--------------------|----------------------------------|--|--|
| <b>Inception Phase</b>                               |                    |                                  | <b>20</b>  | <b>20</b>  |
| Desk review  | May 15             |                                  |  |  |
| Interviews with UNICEF staff                         | May 15             |                                  |  |  |
| Initial briefing / online presentation of 2 hours (1 | June 1             | PPT and delivery of Presentation |  |  |

|  |             |   |              |              |
|--|-------------|---|--------------|--------------|
| presentation for all countries)                            |             |   |              |              |
| Draft inception report (1 per country)                     | June 15     | Draft Inception reports (1 per country)   |              |              |
| Response to comments to the draft inception report         | June 25     | Response matrix to comments/feedback (1 per country)  |              |              |
| Final inception report                                     | June 30     | Final Inception Reports with methodology, data collection tools, evaluation matrix, detailed implementation plan, roadmap (1 per country) |              |              |
| <b>Data Collection and Analysis Phase</b>                  |             |   | <b>30-40</b> | <b>40-50</b> |
| Data collection from positioning exercise                  | July        |   |              |              |
| Data collection from UNICEF internal reports and databases | July        |   |              |              |
| Key Informant Interviews                                   | July-August | KII systematized – confidentiality to evaluation manager  |              |              |
| Presentation of Emerging findings remotely – 2 hours       | August 20   | PPT and delivery of Presentation (1 per country)  |              |              |
| <b>Report drafting phase</b>                               |             |   | <b>25</b>    | <b>10</b>    |
| Draft Evaluation Report                                    | September   | Draft Evaluation report (1 per country)   |              |              |
| Reviews and Comments                                       | October     | Response matrix to comments/feedback (1 per country)  |              |              |
| Final Evaluation report edited and quality assured         | November 20 | Final Evaluation Report (1 per country)   |              |              |
| Final presentation remotely – 2 hours                      | November 25 | PPT and delivery of Presentation (1 per country)  |              |              |
| <b>Total number of days</b>                                |             |   | <b>75-85</b> | <b>70-80</b> |

**Inception Report in English.** Electronic version of the inception report for each country to be submitted within two months after signing a contract and initial briefing with the Evaluation Manager. These reports should be 30 to 35 pages in length 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. A draft will be shared in advance for comments and approved by the ERG of each CO. 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. It is expected that the Inception reports presented are similar as a framework,

with nuances for each country in relation to the country specific context and stakeholders. This will ensure some economies of scale in the process.

### **Sample: Inception Report – Content.**

*Note: This is a sample, and can be adapted to the needs of this exercise*

1. Presentation of the context and object of evaluation
2. Purpose, objectives and scope of the evaluation
3. Theory of change or construction of the theory of change (if absent)
4. Evaluation framework (evaluation criteria and questions), with an evaluation matrix (disaggregating each evaluation criterion, with evaluation questions, indicators, information sources and methods of gathering information)
5. A complete methodology with:
  - an explanation and rationale of the methodological design and analytical framework;
  - sample and list of people to interview and sites to visit;
  - data collection tools (questionnaire, interview guidelines, etc.);
  - limitations and mitigation measures;
  - ethical considerations;
  - data analysis (how the data will be analysed, what technique and approach will be used, software, etc.); forward-looking methodology for recommendations;
  - dissemination of the evaluation;
6. Work plan and description of the role and responsibilities of each team member.
7. Deliverables and quality assurance

After the data collection, analysis of secondary data and other evidence, **one workshop for the ECARO Evaluation Team for all countries** will be conducted to ensure coherence and adherence to the evaluation process.

**Preliminary Findings Presentation.** To ensure that the CPEs feed into the initial CPD planning process, it is essential that that findings report is presented in August 2024, but guidance from the COs will be needed for exact timing. If appropriate, guidance from the CO will focus the presentation on the most salient areas relevant to inform planning discussions. The preliminary finding presentation is one per country.

**Evaluation Report in English.** Electronic versions of the first drafts (1 per country) should be submitted, the draft reports should be in line with UNICEF-adapted UNEG Evaluation Report Standards and be a maximum of 30 pages in length each (excluding annexes) answering all the evaluation questions. An additional executive summary per country of no more than 3 pages will accompany each of the reports which will include 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 drafts will be shared with the ERG of each country to seek their comments. The draft reports will be quality assured by the Evaluation Manager. The final drafts will be quality assured by external QA institution, if needed. All supporting evidence will be shared with the ECARO's Evaluation Team.

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, as required.

All reports should follow the structure and detailed outlines discussed and agreed with UNICEF.

## MANAGEMENT ARRANGEMENTS

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>

Each 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 for each country. 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 processes will be collaborative, transparent and effective to the extent possible.

*Table 5. RO and CO roles against milestones*

| Key milestones   | RO   | CO  |
|--|--|---|
| <b>Terms of Reference</b>                              | To draft ToR, QA, advertise for a tender and/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  |
| <b>Selection of external company</b>                   | To identify an evaluation company which will be working together with a local company/consultant as per evaluation company needs |   |
| <b>Budgets and human resources</b>                     | 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 |
| <b>Preparing a library of all programme documents:</b> | To identify a space for library, to provide a list of necessary materials for desk review  | To share materials as requested   |
| <b>Setting up an ERG</b>                               | 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   |
| <b>Data collection (for all components of CPE)</b>     | 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.   |
| <b>CPE outputs (inception and evaluation report)</b> | To make sure they are of good quality, share with CO for comments  | To provide comments   |
| <b>Dissemination</b>                                 | 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              |
| <b>Management Response</b>                           | 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.

## DESIRED QUALIFICATIONS, SPECIALIZED KNOWLEDGE OR EXPERIENCE

### *General Competency Requirements*

The evaluation team will be gender balanced and consist of one team leader and two/three team members. All team members will be professionals with a relevant higher academic/post-graduate degree and, as a team, they should have expertise in the sectors relevant to UNICEF. All team members should have knowledge of UNICEF’s mandate and experience of working closely with Government partners and/or UN agencies. Relevant experience in the countries selected is considered an asset for the team members. The team should be at least composed by 2 members:

- At least, one of the evaluation team members should have an in-depth understanding of the implementation strategies used by UNICEF, especially capacity building, policy dialogue and advocacy.
- At least, one team member should be familiar with of the socio-economic, political and institutional environment in the selected countries.
- At least one team member is familiar with natural language processing, sense making with unstructured data, Python, and/or R

### ***The Team Leader***

The Team Leader must have documented professional experience in conducting rigorous independent evaluations that meet professional evaluation standards - and more than 10 years of professional experience. The Team Leader should, furthermore, have a strong development background with a profound understanding of development and Human Rights-Based programming. It is also a requirement that the Team Leader has expertise in strategic planning and have evaluation experience from the Europe and Central Asian Region or another middle-income country context. Evaluation or programming experience in humanitarian-development nexus context is a must. In addition, he/she must have expertise relating to one or more of the sectors in which UNICEF works (outlined below under team members). As the leader of the evaluation, the candidate will demonstrate previous experience in managing a multi-disciplinary team and delivering quality evaluation outputs.

### *Evaluation Analyst*

The team analyst should have relevant higher academic/post-graduate degrees and a minimum of seven years of relevant professional experience including research or/and evaluation. The analyst should have experience with network analysis or analyzing positioning of institutions. The analysis should also have knowledge of natural language processing, Python and R.

### *Other team members*

Other team members may be included as needed by the firm.

The ideal evaluation team will collectively cover the areas listed above and have experience in capacity development approaches related to children in middle income contexts.

## PROPOSED PAYMENT MODALITY

Payments will be made in four tranches aligned to the evaluation deliverables as outlines in Table 6 below.

TABLE 6: PAYMENT SCHEDULE

|  |            |
|--|------------|
| <b>Inception Report:</b> Upon approval of the Inception Report   | <b>20%</b> |
| <b>Data Collection:</b> Upon the end of data collection and presentation of initial findings to CO staff and ERG | <b>30%</b> |
| <b>First Draft Report:</b> Upon approval of the first draft of the evaluation report                             | <b>30%</b> |
| <b>Final Report + executive summary:</b> Upon approval of the final evaluation report and executive summary      | <b>20%</b> |

## DURATION OF SERVICE

The evaluation is expected to be completed within **eight months upon signing the contract**. This might be subject to change depending on the prevailing situation on ground at the time of the evaluation.

## APPLICATION REQUIREMENTS

Proposer(s) must submit a technical and a price proposal (in separate documents) that will be split between technical and commercial (price proposal) scores (a 80/20 split).

A) The **technical proposal** (80 points) should include the following information:

- Cover letter
- Presentation of the firm/research institution/consulting group and experiences
- Understanding of the ToRs and Evaluation needs
- Team composition (incl. identification of team leader), with complete CVs . Team is expected to be composed by a team lead / senior evaluator and at least one analyst.
- Matching the team skills with the required skills
- Detailed Timeline/Chronogram and level of effort by each team member (role of each team member)
- Sample(s) or link(s) of previous Evaluation(s) by the team members

The technical proposal will be assessed with the following criteria:

| Technical sub-criteria                            | Description   | Maximum Points |
|---|---|----------------|
| Completeness of technical requirements (5 points) | Overall conformity of the proposal, including appropriate referencing and supporting documents (description of institution and key personnel, understanding of ToRs, matching team skills with required skills, proposed methodology, detailed timeline, references and written sample) | 5              |
| Qualifications of team (50 points)                | Overall conformity with requirement of the Team leader / Senior Evaluator   | 30             |
|   | Overall conformity with requirement of the Analyst and other team members   | 20             |
| Quality of technical proposal (25 points)         | Understanding of the ToRs (match between the proposed approach and requested scope of evaluation)   | 10             |
|   | Quality of the methodology and methods proposed, innovative design, rationale for the methodology, Realistic work plan and level of efforts of team, Understanding of ethical considerations and integration of such in the methodology   | 15             |
| Maximum Score for technical criteria              |   | 80             |
| Minimum Score for technical compliance            |   | 60             |

Total Maximum points for the technical proposal is **80** points. Only proposals which receive a minimum of **60** points will be considered further.

The price proposals should include a detailed breakdown of all listed tasks and deliverables.

The total number of points allocated for the price component is 20. The maximum number of points will be allotted to the lowest price proposal that is opened and compared among those invited consultancy company(s)/institutions which obtain the threshold points in the evaluation of the technical component.

All other price proposals will receive points in inverse proportion to the lowest price, e.g.

$$\text{Score for price proposal X} = \frac{\text{Max. score for price proposal} * \text{Price of the lowest priced proposal}}{\text{Price of proposal X}}$$

## SIGNATURES

## ANNEX

## LIST OF PREVIOUSLY CONDUCTED AND ONGOING RESEARCH, STUDIES AND EVALUATIONS (2019 to date)

| Type       | Office                 | Title  | Year | Phase               |
|------------|------------------------|--|------|---------------------|
| Study      | Armenia                | Situation Analysis on the Status of Children's and Women's Rights in Armenia 2018  | 2019 | Implementation      |
| Evaluation | Armenia                | Evaluation of the Project "Establishment of Early Learning Model in Tumanyan Community of Armenia"   | 2019 | Completed           |
| Evaluation | Armenia                | Evaluation of National Policy and Programmes for Children with Disabilities in Armenia   | 2020 | Implementation      |
| Evaluation | Armenia                | Multi-Country Evaluation of Home-Visiting for Young Child Health and Wellbeing in ECA region: Armenia Country Case Study                             | 2020 | Completed           |
| Study      | Armenia                | Knowledge, Attitudes, Practice and Behaviour (KAPB) Study on Climate Change and Adolescent Participation in Armenia                                  | 2021 | Completed           |
| Study      | Armenia                | How the TV Series Can Change Gender Norms: Viewers' insights, Pretest of messages and Broadcast Episodes with concurrent monitoring                  | 2021 | Completed           |
| Evaluation | Armenia                | Evaluability Assessment of the National Strategic Programme on Child Protection in Armenia   | 2023 | Management Response |
| Study      | Azerbaijan             | Situation analysis of children in Azerbaijan   | 2019 | Implementation      |
| Study      | Azerbaijan             | Baseline survey of Development of Community and Family-based Integrated Social Services for the Most Vulnerable Children in Azerbaijan project       | 2019 | Completed           |
| Study      | Azerbaijan             | Needs analysis for EMIS to include desegregated data on preschool education, disability and WASH   | 2019 | Completed           |
| Evaluation | Azerbaijan             | Evaluation of school-readiness program   | 2020 | Completed           |
| Study      | Azerbaijan             | Social protection and inclusion analysis of COVID-19   | 2020 | Completed           |
| Study      | Azerbaijan             | End-project assessment of the UNICEF programme on Expanding quality inclusive education for children with disabilities in Azerbaijan                 | 2020 | Completed           |
| Evaluation | Azerbaijan             | Formative Evaluation of the Project "Modelling Integrated Social Services" Azerbaijan  | 2021 | Completed           |
| Study      | Azerbaijan             | Education in Emergencies Needs Assessment  | 2021 | Completed           |
| Study      | Azerbaijan             | Awareness perception and impact assessment of COVID-19   | 2021 | Completed           |
| Study      | Azerbaijan             | Social Media Monitoring/Listening  | 2021 | Completed           |
| Study      | Azerbaijan             | Leading an End line Survey for the Programme of Community and Family-based Integrated Social Services for the Most Vulnerable Children in Azerbaijan | 2022 | Completed           |
| Study      | Azerbaijan             | Study on Quality of Preschool Education in Azerbaijan  | 2022 | Implementation      |
| Evaluation | Bosnia and Herzegovina | Transformation of Institutions and Prevention of Separation of Families – Final Project Evaluation   | 2019 | Completed           |
| Evaluation | Bosnia and Herzegovina | Final Evaluation Dialogue for the Future (DFF) 2 Joint Programme   | 2020 | Completed           |
| Study      | Bosnia and Herzegovina | Rapid Situation and Needs Assessment- Education in Bosnia and Herzegovina Phase II   | 2020 | Completed           |
| Study      | Bosnia and Herzegovina | Rapid Needs Assessment- Education I  | 2020 | Completed           |
| Study      | Bosnia and Herzegovina | Social Impact Assessment of COVID 19 in Bosnia and Herzegovina   | 2020 | Completed           |
| Study      | Bosnia and Herzegovina | Study on media use and attitudes by children and parents in BiH 2020   | 2020 | Completed           |

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| Study      | Bosnia and Herzegovina | Assessment of social welfare workforce in BiH  | 2020 | Completed           |
| Study      | Bosnia and Herzegovina | Dialogue for the Future (DFF) 2 End-line Perception Survey   | 2020 | Completed           |
| Study      | Bosnia and Herzegovina | Situation Analysis of Children in Bosnia and Herzegovina   | 2020 | Completed           |
| Evaluation | Bosnia and Herzegovina | Final evaluation of the J4C III project  | 2021 | Completed           |
| Study      | Bosnia and Herzegovina | Behavioural drivers influencing protective behaviours and COVID-19 vaccine uptake - COVID 19 phone survey with focus on education workers, social protection workers and youth | 2021 | Completed           |
| Research   | Bosnia and Herzegovina | Secondary TIMSS 2019 secondary analysis  | 2021 | Completed           |
| Study      | Bosnia and Herzegovina | OECD Review on Evaluation and Assessment in Bosnia and Herzegovina   | 2021 | Completed           |
| Study      | Bosnia and Herzegovina | Assessment on Quality of E-learning and Blended Learning in Elementary and Secondary (and TVET) Education in Bosnia and Herzegovina  | 2021 | Completed           |
| Study      | Bosnia and Herzegovina | Social Impacts of COVID-19 in Bosnia and Herzegovina, Second Household Survey  | 2021 | Completed           |
| Research   | Bosnia and Herzegovina | Qualitative Data Collection - Akelius project  | 2022 | Completed           |
| Study      | Bosnia and Herzegovina | Investment Case for Children in BiH (in Health, ECE and Social Protection) due to the postponement caused by COVID 19 and updating the scope of the study                      | 2022 | Completed           |
| Study      | Bosnia and Herzegovina | Local Budget Analysis in Bosnia and Herzegovina  | 2022 | Completed           |
| Study      | Bosnia and Herzegovina | Household Survey on Social Impact of COVID-19 in BiH, Phase III  | 2022 | Completed           |
| Study      | Bosnia and Herzegovina | Qualitative research on factors impacting caregivers' decision making related to routine immunisation in BiH   | 2023 | Implementation      |
| Study      | Bosnia and Herzegovina | Accountability to affected populations (AAP) – participation and co-creation through a digital solution - Participation of affected communities (SPARK)                        | 2023 | Completed           |
| Evaluation | Bosnia and Herzegovina | Evaluation of UNICEF's contributions to Early Childhood Development and Early Childhood Interventions in Bosnia and Herzegovina, 2017-2022                                     | 2023 | Implementation      |
| Study      | Bosnia and Herzegovina | Public-private partnership feasibility studies for strengthening Internet connectivity of primary and secondary schools in seven administrative units of BiH                   | 2023 | Implementation      |
| Evaluation | Georgia                | Evaluation of UNICEF's Contribution to Georgia's E-Health Information Management System (E-HIMS)   | 2019 | Completed           |
| Evaluation | Georgia                | Impact Evaluation of Targeted Social Assistance (TSA) in Georgia   | 2020 | Completed           |
| Study      | Georgia                | Nutrition Policy Gap Analysis  | 2020 | Completed           |
| Study      | Georgia                | Assessment of the Potential Impact of COVID19 on the Most Vulnerable Groups, with a Special Focus on Children  | 2020 | Completed           |
| Study      | Georgia                | Shock Responsive Social Protection   | 2020 | Completed           |
| Evaluation | Georgia                | Multi-country evaluation of the UNICEF Early Childhood Development response to COVID-19 in Europe and Central Asia region: Georgia Country Case Study                          | 2021 | Completed           |
| Study      | Georgia                | Special report "Child Rights Impact Assessment of COVID-19 Related States Measures in Georgia"   | 2021 | Completed           |
| Evaluation | Georgia                | Evaluation of the Joint SDG Programme "Transforming Social Protection for Persons with Disabilities in Georgia"  | 2022 | Management Response |

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| Study      | Georgia    | Study on Goods and Services Required for inclusion of Children with Disabilities   | 2022 | Completed           |
| Study      | Georgia    | Comprehensive Study to Examine Reasons Behind Children's Institutionalization in Georgia   | 2022 | Implementation      |
| Research   | Georgia    | Effects of the COVID-19 pandemic on Georgian children: Analysis of the Real-Time Monitoring Survey/Multiple Indicator Cluster Survey (MICS) Plus data                | 2022 | Completed           |
| Study      | Georgia    | Real Time Monitoring/Multiple Indicator Cluster Survey Plus (RTM/MICS Plus)  | 2022 | Completed           |
| Study      | Georgia    | Child Welfare Survey   | 2023 | Completed           |
| Study      | Georgia    | Study to define usage of child cash benefits by families   | 2023 | Completed           |
| Evaluation | Georgia    | Evaluation of national childcare reform initiatives with a strong focus on de-institutionalization - Georgia   | 2023 | Implementation      |
| Evaluation | Georgia    | Evaluation of the programme "Leave No Child Out (LNCO) – Building Inclusive, Equitable and Quality Education in Georgia"   | 2023 | Implementation      |
| Study      | Georgia    | Situational analysis of social service workforce at the municipality level   | 2023 | Implementation      |
| Study      | Georgia    | Rapid assessment of the needs of persons with disabilities among Ukrainian refugees  | 2023 | Implementation      |
| Evaluation | Kazakhstan | Joint Evaluation of National Programmes to Reduce Infant and Child Mortality in Kazakhstan   | 2019 | Completed           |
| Study      | Kazakhstan | Mapping of Kazakhstan's national system's capacity to respond to the needs of children affected by migration   | 2019 | Completed           |
| Study      | Kazakhstan | KAP Study on Child Injuries  | 2019 | Completed           |
| Study      | Kazakhstan | Study on the actual and potential impact of business on children's rights in Kazakhstan  | 2020 | Completed           |
| Evaluation | Kazakhstan | Evaluation of the System for Prevention and Response to Violence Against Children in Kazakhstan  | 2021 | Management Response |
| Evaluation | Kazakhstan | Evaluation of the Social Protection System for Children and Their Families in Kazakhstan   | 2021 | Management Response |
| Study      | Kazakhstan | Listening to Kazakhstan (L2K)  | 2021 | Implementation      |
| Study      | Kazakhstan | Feasibility Assessment for GIGA Initiative   | 2021 | Completed           |
| Study      | Kazakhstan | Children's Lead Poisoning in the industrial urban regions of Kazakhstan  | 2021 | Completed           |
| Study      | Kazakhstan | KAP Survey on Violence Against Children in Families in Kazakhstan  | 2021 | Completed           |
| Study      | Kazakhstan | A Root-Cause Analysis of the Measles Outbreak in Kazakhstan  | 2021 | Completed           |
| Study      | Kazakhstan | Needs assessment of Digital Public Goods in Kazakhstan   | 2021 | Completed           |
| Study      | Kazakhstan | Survey on parents' knowledge, attitudes, and practices on children's immunization  | 2021 | Completed           |
| Study      | Kazakhstan | Assessment of psychological support services for children and adolescents living with HIV and other chronic diseases   | 2021 | Completed           |
| Study      | Kazakhstan | Integrating HIV/AIDS response into primary health care (PHC): learning from integration of mental health and TB services into PHC in Kazakhstan                      | 2022 | Completed           |
| Study      | Kazakhstan | Assessment of the Current State of the Covid-19 Vaccines Cold Chain in Kazakhstan  | 2022 | Completed           |
| Study      | Kazakhstan | Returnee Documenting Studies   | 2022 | Implementation      |
| Research   | Kazakhstan | Research on social and behavioral drivers influencing vaccine acceptance and hesitancy (COVID-19 and routine immunization).  | 2022 | Completed           |
| Research   | Kazakhstan | Research on developing and testing key messages for girls empowerment and resilience building, prevention and respond to gender stereotyping, gender-based violence. | 2022 | Completed           |

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| Study      | Kazakhstan      | KAP survey on parents' knowledge about child development, including adverse childhood experiences and mental health   | 2022 | Completed           |
| Evaluation | Kazakhstan      | Joint Formative Evaluation of the Education Sector in Kazakhstan with the focus on Inclusivity  | 2023 | Management Response |
| Evaluation | Kazakhstan      | Evaluation of inclusive education in Kazakhstan, using big data   | 2023 | Implementation      |
| Research   | Kazakhstan      | Analysis of the National Child's Rights Legislation with the focus on Education and Child Protection, and Developing Monitoring and Quality Assurance Framework in Education and Child Protection Systems for Community-led Integration Programmes to benefit Repatriation and Reintegration of Children from Armed Conflicts | 2023 | Implementation      |
| Study      | Kazakhstan      | Kazakhstan's Kids Online Study  | 2023 | Implementation      |
| Study      | Kazakhstan      | Learning Loss as a Result of Distance Learning During COVID-19  | 2023 | Implementation      |
| Evaluation | North Macedonia | Multi-country Evaluation of Universal Progressive Home Visiting: North Macedonia  | 2019 | Management Response |
| Study      | North Macedonia | KAP Survey on Access to Justice for Children  | 2021 | Completed           |
| Study      | North Macedonia | Functional Analysis of the Home Visiting Services   | 2021 | Completed           |
| Study      | North Macedonia | Rapid Assessment of Knowledge and Myths of Health Workers on Vaccines   | 2021 | Completed           |
| Study      | North Macedonia | KAP Survey on Environment and Climate Change  | 2021 | Completed           |
| Study      | North Macedonia | In-Depth Child Poverty Study  | 2021 | Completed           |
| Study      | North Macedonia | Follow-up Assessment of the Social and Economic Effects of COVID-19 on Children   | 2021 | Completed           |
| Evaluation | North Macedonia | Evaluation of UNICEF Interventions Addressing Inclusion of Children with Disabilities   | 2022 | Management Response |
| Research   | North Macedonia | Vaccine Uptake Research   | 2022 | Completed           |
| Study      | North Macedonia | Perinatal mental health study (COVID-19 related)  | 2022 | Completed           |
| Study      | North Macedonia | Impact of COVID-19 on adolescents and their caregiver's mental health   | 2022 | Completed           |
| Study      | North Macedonia | Impact of COVID-19 measures on children's diet and nutrition services and practices   | 2022 | Implementation      |
| Study      | North Macedonia | Early Childhood Intervention Situation Analysis   | 2022 | Completed           |
| Study      | North Macedonia | Assess the acceptability of obesity prevention policies in North Macedonia and generate early insights on the potential effectiveness of nutrition labelling  | 2022 | Implementation      |
| Study      | North Macedonia | Understand demand bottlenecks to inform strategy to increase demand and quality of home visiting services   | 2022 | Implementation      |
| Study      | North Macedonia | Review of the country's legislation and its compliance with the Convention on Rights of the Child   | 2023 | Implementation      |
| Evaluation | North Macedonia | Evaluation of UNICEF interventions supporting the social protection reform  | 2023 | Implementation      |