

UNICEF PHILIPPINES
TERMS OF REFERENCE FOR SERVICES - INSTITUTIONS

Country-led Evaluation of the Child-Friendly Local Governance Audit in the Philippines (2014-2023)

BACKGROUND

The Philippines is an archipelagic country in south-east Asia, composed of 7,107 islands across three main islands groups: Luzon, Visayas and Mindanao, covering a total area of 300,000 km¹ with 236,000 km of coastline. The Philippines is divided into 17 administrative regions. One of the regions is Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) in the southern Philippines, which was formed in January 2019. In 2020, the Philippines had an estimated population of 109 million with an annual growth rate of 1.63 per cent in the period 2015 – 2020.²

I. Overview: Context of Philippines' Commitment for Children at National and Subnational Level

Prior to the ratification of the United Nations Committee on the Rights of the Child (CRC) in 1990, the Philippine Government was progressively adopting national policies that see to uphold the rights of the Filipino children. The adoption of the Presidential Decree (PD) 603 in 1979, otherwise known as the Child and Youth Welfare Code is an example of the government's efforts to protect the rights of children in the Philippines. The Child and Youth Welfare Code established the foundation for the articulation of both the rights and privileges of children, and the responsibilities of the national government and relevant institutions towards children and youth. The Code paved the way for the creation of the National Council for the Welfare of Children (CWC), the highest-policymaking body for children issues in the Philippines.

Alongside this, are the local governance structures that are empowered through the Local Government Code (LGC) of 1991 (RA 7160) to support and provide basic health, nutrition, early childhood development, and other social services. The LGC provides the overarching framework for the structure of decentralization in the Philippines with the intent of strengthening the local governments to assist the national government in contributing towards the attainment of the country's development goals. The specific roles and responsibilities are distributed across all levels of local governments which include 82 provinces, 1,486 municipalities, 148 cities, and 42,047 barangays across 17 administrative regions (as of 31 March 2023)². The local government units (LGUs) and their respective Local Chief Executives (LCEs), play a critical role in supporting the promotion and realization of the rights of Filipino children. According to the 2020 Population Census, children (0-17 years) make up 36.45% (an estimated 39.74 million) of the total 109,033,245 population in the Philippines.

In 1996, the Government through the Department of Social Welfare and Development (DSWD), and in partnership with the United Nations Children's Fund (UNICEF) Philippines, developed the Child Friendly Movement (CFM) – a visionary strategy with the goal of creating an enabling environment for children to grow and develop their full potential. In 2000, CFM evolved to a strategic framework for Child 21³ and a system for monitoring the enactment and implementation of policies, frameworks, and legislations on children. The Child-Friendly Movement promoted the convergence of services through linkages and cooperation between and among the different sectors and stakeholders for a more effective and holistic response to the needs of children. The main focus was on institutional and systemic changes with an emphasis on advocacy, capacity building, and [service] delivery in an integrated multisectoral approach. CFM emphasizes the Barangay as the immediate point of contact for responding to the needs of children and families.

¹ [Philippines Statistical Authority. 2020 Census of Population and Housing.](https://www.dilg.gov.ph/facts-and-figures/Regional-and-Provincial-Summary-Number-of-Provinces-Cities-Municipalities-and-Barangays-as-of-30-September-2020/32)

² <https://www.dilg.gov.ph/facts-and-figures/Regional-and-Provincial-Summary-Number-of-Provinces-Cities-Municipalities-and-Barangays-as-of-30-September-2020/32>

³ The Philippine National Strategic Framework for Plan Development for Children for 2001 to 2025, popularly known as Child 21, serves as a guide for stakeholders in designing all programs, activities and initiatives for children towards the realization their rights in the 21st century. It was adopted through Executive Order (EO) 310 s. 2000.

The Barangay is the basic political unit in the Philippines and serves as the primary planning, implementing unit of government policies, plans, and programs in the community as well as a forum wherein the collective views of the people may be expressed, crystallized, and considered, and where disputes may be amicably settled. Higher political units in ascending order are the municipality, city, and province. This places the LGUs as strategic and convergent points for all interventions designed to address children's rights and issues.

II. Promoting the role of Local Governance for Children: The Presidential Award for the Child-Friendly Cities and Municipalities (PACFMC)

It is important to note that prior to the Child-Friendly Local Governance Audit, Presidential Award for the Child Friendly-Municipalities and Cities (PACFMC) was instituted on 13 December 1991 pursuant to Executive Order 184. The goal of PACFMC is to operationalize the Child-Friendly Movement and serve as the main recognition mechanism for child-friendly local governance.⁴ It is the flagship programme of CWC and is supported by the Office of the President (OP) since 1991 to present. The Award is conferred to deserving City and Municipal LGUs to recognize their vital role in ensuring child-friendly governance and sustained promotion of children's rights to survival, development, protection and participation⁵.

An external evaluation of the PACFMC implementation on its 3rd year (1995), however showed that while there are encouraging results in the performance of LGUs reflected in their improved organization and increased awareness of the service providers on their duty to deliver better services for children, there is no apparent widespread interest in the Award as only a select few continue to vie for it. To date, the PACFMC has been conferred to 66 LGUs while the Hall of Fame Award for subsequent and improved performance has been presented to nine (9 LGUs). This represents less than five (5) % of the total 1,634 city and municipal LGUs in the country. From 1999 to 2018, a total of 31 LGUs have been recognized as Presidential Awardees.

The lack of a sanction for non-performance is considered a factor for this situation, thus, the evaluation recommended to revisit and make the award more prestigious and coveted to encourage better LGU participation and increase the number of child-friendly LGUs.

III. The Institutionalization and Evolution of the Child-Friendly Local Governance Audit

In 2014, the Department of the Interior and Local Government (DILG) and the Council for the Welfare of Children (CWC) adopted the Child-Friendly Local Governance Audit (CFLGA) that assessed the performance of City and Municipal LGUs in delivering programmes and services for children's well-being. The creation of the CFLGA is aligned with the framework of *"Child-Friendly Philippines: A Caring and Protective Society for, by, and with the Children"*. The said advocacy and programming framework aims to promote child-friendly local governance wherein LGUs give priority to children in their planning, budgeting, legislation and delivery of services and is able to assure that all children enjoy their rights to survival, development, protection and participation.

Further the CFLGA has been a strategic response to one of the recommendations of the Local Councils for the Protection of Children (LCPC) study on *"Towards More Effective Local Councils for the Protection of Children in Child Rights Responsive Governance in the Philippines"* which was conducted in 2012. The findings and recommendations of the study pointed to the creation of a roadmap for a more responsive governance for Filipino children. Specifically, to redesign the LCPC monitoring system by replacing the existing assessment with a scaled up version that can be set as an eligibility requirement for the Seal of Good Housekeeping (former SGLG) and other monitoring and award systems. The Secretary of the DILG at that time mooted the idea of a mandatory audit system to underscore that all LGUs have an obligation to improve child indicators.

⁴ Child-friendly governance as defined in PACFMC is deemed as "governance that provides the enabling mechanisms for the creation of a true child-friendly society that is sensitive to the needs of the child, and where all sectors interact and cooperate to produce holistic, integrated, and sustainable strategies that promote child rights".

⁵ It would be important to note that there is a planned expansion for the CFLGA to include the barangays and the provinces.

This paved the way for the Board of the Council for the Welfare of Children, through Resolution 2013-02 (refer to Annex 4 for a copy of the Board Resolution), to unanimously approve the concept of the Seal of Child-Friendly Local Governance (SCFLG). The SCFLG Concept adopted the mandatory audit of all City and Municipal LGUs to assess their performance in realizing children’s rights. It aimed at (i) recognizing and rewarding performing LGUs based on their improved results for children, (ii) putting in place a mandatory audit system, and (iii) encouraging organization and functionality of LCPCs. This initiative also hopes to address the problem of low LGU participation in the Presidential Award initiative (PACFMC) and mobilize LGUs with lagging performance.

The CFLGA has since become a mandatory audit while the Presidential Award is conferred to deserving LGUs in recognition of their vital roles in the sustained promotion of children’s rights as well as in ensuring child-friendly local governance based on Executive order No. 184 series of 1999. Passing the CFLGA would then merit the conferment of the Seal of Child-Friendly Cities and Municipalities and eligibility to be nominated for the PACFMC which are both managed by the CWC.

At present, the audit managed by the DILG and CWC with the involvement of other agencies deemed as the CFLGA Core Group such as Department of Social Welfare and Development (DSWD), Department of Education (DepEd), Department of Health (DOH), National Nutrition Council (NNC), National Youth Commission (NYC), among others.

THE CFLGA INDICATORS

The CFLGA then served as an annual mandatory audit designed to assess LGU performance in delivering child-friendly policies, programmes and services to promote children’s rights.

Specifically, CFLGA seeks to:

- Determine the level of performance of the LGUs;
- Identify priority areas to improve the situation of children;
- Utilize CFLGA result as basis for planning and programming; Determine areas for technical and/or financial assistance; and
- Recognize good LGU performers.

City and Municipal LGUs are assessed using set indicators categorized based on the four core rights of children and governance. The audit process involves an Inter-Agency Monitoring Task Force (IMTF) at different levels that does (i) data gathering at the city/municipal level, (ii) data validation and review at the provincial and regional levels, and (iii) table evaluation and conferment at the national level.

From 2014-2018, the CFLGA officially used 12 indicators to measure the performance of the local governments (see full list in the Table 1).

Table 1: The evolution of CFLGA indicators

| Child Rights | Original CFLGA Indicator (April 2014) | Revised CFLGA Indicators ³⁴ (August 2019) |
|--------------|--|--|
| Survival | <ul style="list-style-type: none"> • Percentage reduction in the deaths among children below five years old • Percentage reduction of stunting and wasting of children 0-72 months • Philhealth accreditation in its main health facility or rural health unit for the Maternal and Primary Care services | <ul style="list-style-type: none"> • Percentage coverage of Fully Immunized Children (FIC) aged 12 months old • Prevalence of malnutrition among children aged 0-59 months old • Percentage coverage of pregnant adolescents provided with prenatal and postpartum services |
| Development | <ul style="list-style-type: none"> • Percentage increase in the number of 3-4 year-old children attending center-based day care services • Percentage increase in the completion rate for elementary schooling | <ul style="list-style-type: none"> • Percentage coverage of children aged 3-4 years old provided with ECCD services, both public and privately managed, and may be center, home, or community-based |

| | | |
|---------------|--|--|
| | <ul style="list-style-type: none"> • A Local School Board (LSB) Plan that is aligned with the School Improvement Plan (SIP) • Completed at least 70% of its LSB Plan | <ul style="list-style-type: none"> • Presence of ECCD services in all barangays, either private or publicly-managed (center, home, community, or other modalities) • Percentage of out-of-school children and youth (OSCY) assisted for enrolment/reenrolment to school, alternative learning system (ALS) or other flexible learning options |
| Protection | <ul style="list-style-type: none"> • Absence of child labor or reduction in child labor cases • Percentage reduction in the number of children victims of violence, abuse, neglect and exploitation | <ul style="list-style-type: none"> • Management of reported Children In Need of Special Protection (CNSP) cases |
| Participation | <ul style="list-style-type: none"> • Child representation in Barangay Council for the Protection of Children (BCPC) (as a sub-indicator in mainstreaming children's rights in the LGU development agenda) | <ul style="list-style-type: none"> • Child representation in the Local Council for the Protection of Children (LCPC) • Development of policy and programs, projects, and activity (PPAs) with children's participation in the planning, implementation or monitoring phase |
| Governance | <ul style="list-style-type: none"> • Safety measures for children in the community and schools. • An ordinance establishing Barangay Violence Against Women and their Children (VAW/C) Desks • Extent of mainstreaming of children's rights to survival, development, protection and participation in the core development agenda of LGUs | <ul style="list-style-type: none"> • Database on children • Available and implemented local plans for children • Updated Local Code for Children (LCC) adopting/ contextualizing recently issued national laws on children • Budget allocated and utilized for children's programs • Functional LCPCs • Child-Friendly Facilities in all Barangays |

After five years of implementation, DILG spearheaded the review and revision of the CFLGA indicators, tools, and processes in 2018. The revision was a response to the clamor among national and sub-national stakeholders to revisit the indicators to ensure that it appropriately and directly captures the mandates and contribution of the local governments and not merely an attribution based on what the local government does. Taking off from this, DILG commenced with the review and assessment of the CFLGA with technical support from UNICEF Philippines. A core group that serves as the technical working group was organized to manage the review. Said group is composed of concerned NGAs, specifically, DepEd, DOH, DSWD, CWC, ECCD, NNC, and NYC, and for the NGO counterpart, the National Council for Social Development (NCSD). The revised indicators was officially adopted in August 2019 (*see list in Table 1*).

Moreover, more prominent in the revision was not just the new indicators categorized based on the four core rights of children and governance as an enabling mechanism, but the emphasis on how to do the audit process. This includes the iterative process in conducting the audit through the IMTF. The IMTF shall be composed of representatives from different offices of the LGUs with exit conference to be done by higher level of LGU for quality assurance purposes. The revised audit system officially rolled out starting 2019 up to present. A moratorium was imposed in 2020 due to the pandemic.

Since its inception in 2014, the CFLGA has also been included as a performance indicator for the LGU to qualify for Seal of Good Local Governance apart from the PACFMC. The SGLG provides a greater incentive for local governments as this becomes one of the basis for local governments to receive additional funding support such as the SGLG Fund (formerly the Performance Challenge Fund). This additional funding could be used by the local governments to fund social services that would be relevant to their constituents. This would be mostly beneficial particularly for poorer municipalities.

Figure 1. Relationship between CFLGA and other recognition mechanism of LGUs
CFLGA as a Performance Indicator

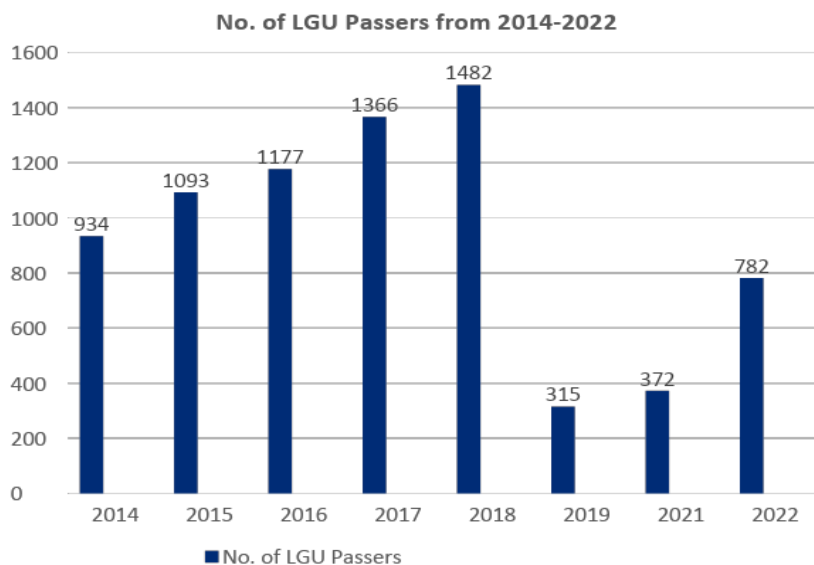


IV. Successes and challenges of CFLGA

Evidence from the 2014-2018 CFLGA implementation has shown that it has improved governance with the increasing number of LGU passers. According to CWC data, both the audit and passing rate have been increased within this period. Compared to the initial implementation of the CFLGA in 2014 wherein only 1,366 of 1,634 LGUs were audited and 934 conferred with the SCFLG, the audit during the last year of the original indicators in 2018 shows that 1,577 have already been subjected to the CFLGA with 1,482 receiving the SCFLG. Moreover, three regions have already reached 100% on both its audit and passing rate and only 2 of the 17 regions had difficulty in reaching the 100% mandatory audit. It is however noted that although there are consistent passers over the course of time, this does not automatically translate to the improved well-being of children.

Significant increase in the number of LGUs passing the audit was demonstrated in 2022 CFLGA result with 782 LGUs from 372 in 2021. Measuring the impact of children made at the LGU level is yet to be made as the direct contribution to LGUs. CFLGA status is not clear when it comes to assessing local governance commitments and its spending for impact on children. The practice has been noted as only ticking the box- compliance driven.

Table 2: CFLGA LGU Passers from 2014-2022



One of the challenges of the implementation of CFLGA however, is the inadequacy of fund support for its operationalization at the subnational level. The funding support to subnational levels is critical in funding activities such as trainings and information campaigns as well as in capacitating the focal persons who have the crucial role of assessing, monitoring, and assisting the LGUs. The resources remain a challenge as currently, only minimal support is given by both the DILG and CWC national offices given the number of programs and projects they are implementing.

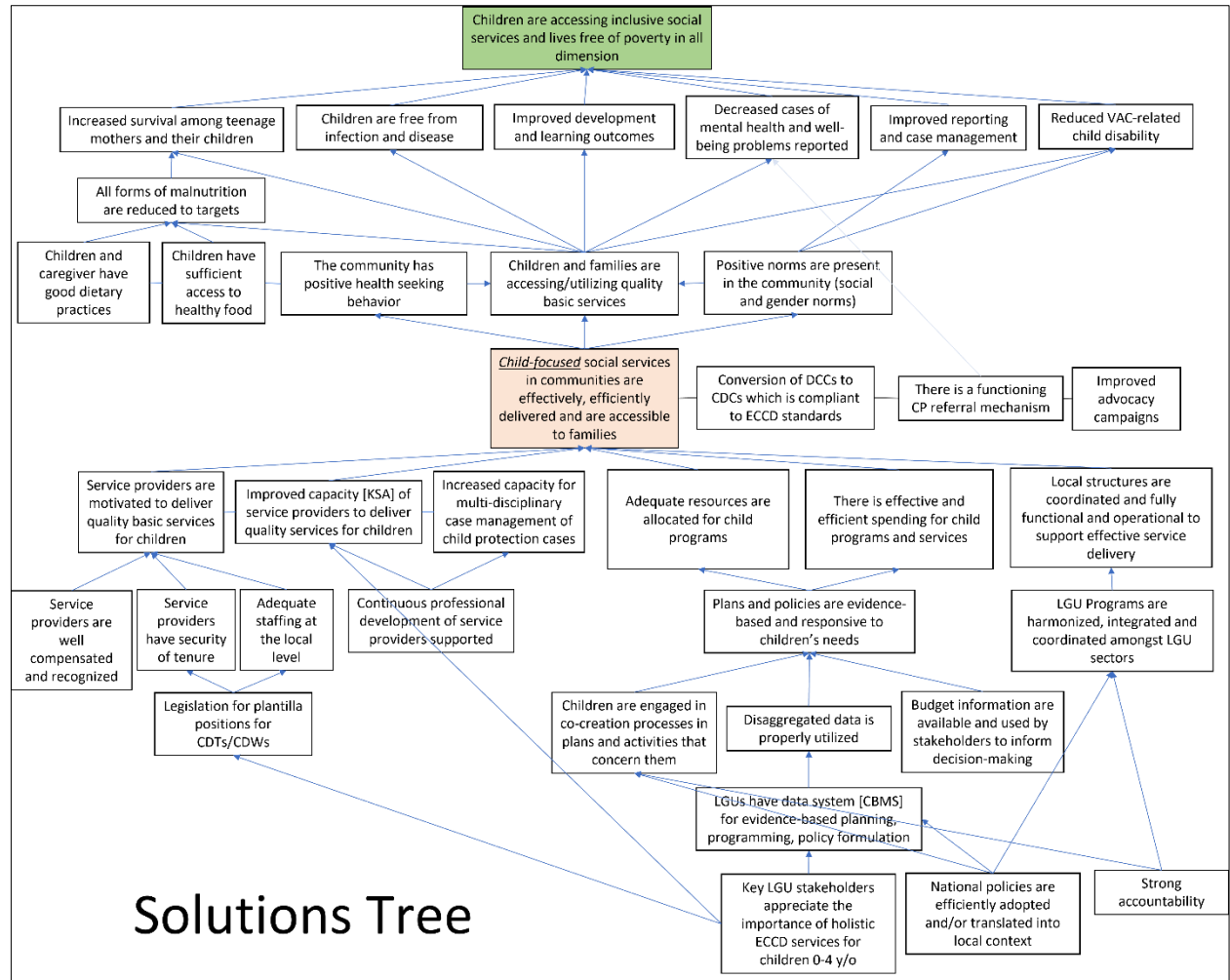
Moreover, an acknowledged gap in the CFLGA is that it does not audit the provincial level and barangay level performance. Taking note of the respective functions and mandate of the different levels of LGUs, as well as the various issues and concerns relating to children, there is a need to develop a child-friendly auditing system specific for the barangay and provincial LGUs. The development of said system will provide insight on both the situation of children and governance performance of LGUs and may as well lead to identifying strategies to mainstream children's rights in the local development agenda and needed technical support of local government structures, especially the Local Councils for the Protection of Children (LCPCs).

V. Developing the Theory of Change For Child-Friendly Local Governance⁶

As part of the efforts to improve the performance of CFLGA was the development of the Theory of Change (ToC) for child-friendly local governance (CFLG). The development of the TOC was initially developed by stakeholders from the national government agencies (NGAs) in the Child Friendly Local Governance Audit (CFLGA) Core Group with technical support from UNICEF Philippines in a workshop held in July 2023. This was followed by another workshop on October 2-4, 2023, where the ToC was finalized and key performance measures were developed.

⁶ The TOC is still considered as pre-final noting the ongoing development of CFLGA for the Barangays and Provinces. The TOC shall be finalized once it has been approved by the CWC Board together with the Revised CFLGA for 2024 onwards.

Theory of Change



Long-term desired vision of change:

Children are accessing inclusive social services and lives free of poverty in all dimensions.

For this long-term desired vision to happen, the following changes in different dimension of poverty need to be present:

1. Increased survival among teenage mothers and their children;
2. Children are free from infection and disease;
3. Increased proportion of children with improved development and learning outcomes;
4. Decreased cases of mental health and well-being problems reported;
5. Improved reporting and case management; and
6. Reduced VAC-related child disability.

To realize these, the following interrelated pathways/preconditions must be achieved:

IF service providers have improved capacity and are motivated to deliver quality basic services for children at all times;

IF there is effective and efficient spending for child programs and services based on data and evidence;

IF local structures are coordinated and fully functional and operational to support effective service delivery;

THEN, child-focused social services in communities are effectively, efficiently delivered and are accessible to families and their children.

STRATEGIES TO ACHIEVE THE TOC

Building on the ToC and taking into account the existing strategies of the NGAs, the strategies below were identified with a focus on strengthening the local government capacity to plan, budget, deliver, and monitor inclusive, integrated, resilient, gender-responsive, and quality basic social services for children.

1. Promoting evidence-based planning and policy advocacy with adequate investment. This includes processing and disseminating the CLFGA results for the utilization of concerned NGAs, LGUs, and other stakeholders in informing their respective planning and programming process to improve the situation of children.
2. Strengthening cross-sectoral and inter-agency coordination and collaboration, especially among the CFLGA Core Group members. This includes support for the implementation of the CFLGA as a monitoring mechanism for the delivery of basic social services for children of LGUs as well as the employment of a harmonized capacity building mechanism.
3. Providing quality technical assistance to the sub-national government counterparts particularly for the development of local plans, policies, and programs, and for a better understanding of children's rights and the related legislations and initiatives to support this. This includes the conduct of capacity building for continuing professional development as well as provision of learning and/or reference materials.

PURPOSE, OBJECTIVES, INTENDED USE, AND SCOPE OF THE EVALUATION

PURPOSE OF THE EVALUATION:

The purpose of the country-led formative evaluation shall be two-fold:

- (1) To generate evidence to inform the areas of improvement to strengthen the implementation of CFLGA to better support the LGUs in achieving better results for children in the Philippines; and
- (2) To generate lessons learned about what works and does not work to inform the future design and implementation of the policy framework and institutional strengthening of the CFLGA as a performance monitoring/audit system to promote child-friendly governance.

Specifically, the evaluation is expected to provide evidence that will address the following key issues/areas of interest:

- a. How well does the CFLGA work as tool to measure the performance of LGUs in implementing child-friendly local governance? To what extent has it strategically influenced/contributed to its intended purpose /objectives particularly on the planning prioritization and improvement of the delivery of quality services for children at the LGU level?
- b. What are the challenges and bottlenecks affecting the relevance and implementation of the CFLGA at the LGU level? What key enhancements and adjustments are needed (i.e. focus/results areas, data use and analysis, monitoring and audit processes, coordination, etc.)?

- c. What can be done to strengthen the oversight and implementation processes at the national and regional level? How can the alignment of existing assessment and monitoring systems for local governments be strengthened (i.e., CFLGA, SGLG, etc.)?
- d. How effective? is the policy environment and governance/coordination structure for the implementation of CFLGA from the LGU to national level? What institutional arrangement would best be in place to support the uptake and use of the LGUs of the CFLGA to inform planning and programming for children?

Towards this end, it would be important to note that for the past 10 years since its inception in 2014, no formal evaluation has been done to assess the efficiency and effectiveness of the CFLGA as an audit and performance monitoring system. With the recent roll-out of the Mandanas-Garcia Ruling⁷ that would increase national tax allotment for inter-governmental transfers to LGUs, it means that LGUs will have more financial resources to invest in children at the local level and support the scale-up of child friendly city initiatives.

In addition, the newly launched Philippines Development Plan 2023-2028, has prioritized social sector programming and investments as a key driver to support economic growth for the country. The initial objective of CFLGA was to institutionalize an audit system to measure local government performance for children to identify contributions towards achieving the national goals as well as helping the local governments in improving their service delivery.

In this regard, although the initial policies (i.e. LCPC Joint Memo, Mainstreaming Children in Local Governments etc.) have a consistent goal and specific objectives, they failed to identify a causal theory between the establishment of the CFLGA and an overarching goal on strengthening local government capacity to delivery effective social services for children. Policies, mainly formulated by the national government agencies and issued for local government implementation, are deemed to be drafted with compliance and standardization in mind which requires proper guidance and support to the sub-national levels. The statutes may have elicited compliance in terms of establishing local structures and the actual conduct of performance assessments, but the main question is CFLGA's functionality and responsiveness and the extent to which it has contributed to the overall goal of creating an enabling environment for delivering better results for children.

To this end, a country-led formative evaluation of CFLGA from 2013-2023 has being commissioned to generate evidence to inform decision-making on improving national policies and framework aimed at strengthening the support and capacities of local governments to deliver results for children.

EVALUATION OBJECTIVES

The overall objectives of the evaluation are to:

1. Evaluate the **relevance, coherence, effectiveness, efficiency, and sustainability** of the CFLGA from 2014-2023 as a performance monitoring/audit system in support of the LGUs to achieve better results for children.
 - *The evaluation will have both summative and formative aspects. Through the summative lens, the evaluation is expected to generate evidence and lessons learned from the implementation of the current phase of CFLGA (e.g., what was planned, what was achieved and what went well (or not) and why?). The formative lens is expected to utilize the evidence and lessons to inform the future design and implementation of CFLGA.*
2. Identify lessons learned, good practices and a set of forward-looking and actionable recommendations to inform the future design and implementation of the policy framework and institutional strengthening of

⁷ Mandanas Ruling.PH. "About the Mandanas-Garcia Ruling." Source: <https://mandanasruling.ph/about/>

the CFLGA as a performance monitoring/audit system to promote child-friendly governance and better results for children in the Philippines.

KEY USERS AND INTENDED USE

The table below shows the primary and secondary users of the evaluation and intended use of the results.

The primary users of the evaluation are UNICEF Philippines Country Office (PCO) and the Government of Philippines. Other users include UNICEF East Asia and Pacific Regional Office, UN Country Teams, key development partners and donors, and the duty bearers and rights holders (particularly children and vulnerable groups).

USERS OF THE EVALUATION AND INTENDED USE

| Users of Evaluation | Intended Use of Evaluation |
|---------------------|--|
| Primary | |
| DILG | <ul style="list-style-type: none"> • Share insights on the anticipated improvements and refinements of the CFLG audit processes and other existing performance monitoring systems for the LGUs such as the Seal of Good Local Governance • Inform the agency policies and programming especially aligned with the implementation of the DILG Strategic Action Plan to support LGU capacities in the planning, programming, and delivery of quality services for children • Use as reference for legislative inquiries on LGUs, particularly relevant to monitoring and implementation of the Mandanas-Garcia ruling • Provide learning to inform advocacy to the LGUs and increase the use and uptake of the CFLGA to strategically prioritize children in their plans and budgets |
| CWC | <ul style="list-style-type: none"> • Share insights on the anticipated improvements and refinements of the CFLG audit processes and its harmonization with the PACFMC • Inform the Council’s strategies and programming especially aligned with the implementation and monitoring of the National Plan of Action for Children, specifically the fulfilment of commitments for children’s rights at the local level. • Provide learning to inform advocacy to the LGUs and increase the use and uptake of the CFLGA to strategically prioritize children in their plans and budgets |
| LGUs | <ul style="list-style-type: none"> • Inform LGU planning and programming, most notably their prioritization, budgeting considerations and delivery of services for children |

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| | <p>to ensure the fulfilment of children’s rights at the local level.</p> <ul style="list-style-type: none"> • Provide learning to inform advocacy to the LGUs and increase the use and uptake of the CFLGA to strategically prioritize children in their plans and budgets |
| Collaborating National Government Partners (CFLGA Core Group) | <ul style="list-style-type: none"> • Inform the institutional coordination and arrangement to support in the implementation and enhancements of the CFLGA (particularly technical contribution of each collaborating agency in the audit processes and assistance to the LGUs) |
| Inter-Agency Committees (IACs) and National Committee such as the IAC on Gender, Children and Youth | <ul style="list-style-type: none"> • The IACGCYS along with its Technical Working Group on Child and Youth Indicators serve as a forum for discussion, specifically to exchange of views and expertise in order to resolve technical issues and problems arising from the production, dissemination, and use of statistics on gender, children and youth. |
| UNICEF Philippines Country Office (PCO) | <ul style="list-style-type: none"> • Inform PCO as the Government of the Philippines’ strategic partner for CFLGA on how best to effectively support DILG, CWC and LGUs and leverage its technical assistance to ensure catalytic changes for children at the subnational level. |
| Rights holders and duty bearers | <ul style="list-style-type: none"> • Increased awareness of the significance of the CFLGA and their participation in the audit processes that could inform improvements in the access and quality of service delivery for children at the local level |
| Secondary | |
| UNICEF East Asia and Pacific Regional Office | <ul style="list-style-type: none"> • Contribution to strategic thinking around Local Governance Approach to programming to strengthen planning, budgeting and delivery of services for children • Provide learning and insights on the effectiveness of UNICEF Child-Friendly Cities approaches in the Philippines, and countries with similar socio-economic situation as the Philippines • Inform the Regional Office’s planning and areas of support to PCO’s Local Governance and Public Finance for Children |
| Other collaborating agencies (Department of Budget and Management, Department of Finance) | <ul style="list-style-type: none"> • Inform policy development for better resource distribution among LGU with different income classification. This is also in relation to the implementation of the Mandanas-Garcia ruling which would provide additional resources for the LGUs. |
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SCOPE OF EVALUATION

The scope of the evaluation will focus on the following three main areas.

Thematic scope: The evaluation will examine the performance and implementation of the CFLGA, with particular focus on the approaches and strategies used to support the government (at national and sub-national level) to achieve better results for children. In particular, the evaluation will consider the following core elements/components in the assessment:

- **Enabling environment** (*upstream policy support*);
- **Demand side** (*uptake and use of CFLGA by LGUs*);
- **Data and information** systems; and
- **Governance structure and coordination** (*vertical: national-regional-local; horizontal: within the LGU and among government agencies*).

Geographical scope: Geographically, the evaluation will cover the implementation activities of CFLGA at both the national and sub-national.

1. At **national** level, the evaluation will focus on CFLGA implementation and advocacy from 2014 to 2023. The evaluation is also expected to assess the results achieved over the focus period (e.g., to reflect the results by province and region for each of the CFLGA indicators at national scale).
2. At **subnational** level, the evaluation will focus on selected LGUs identified through a case study approach. The specific LGU case studies will be determined by DILG and CWC (during inception stage) using the following selection criteria: a) income classification; b) poverty incidence; c) rural-urban; d) passer-non-passer⁸; e) geographical considerations etc.), and (f) LCPC Functionality
 - For example, it is expected that at least four case studies (municipal and city levels) will be targeted 6 municipal LGUs to represent varying level of performance (that is, advanced, progressive, mature, and challenged according to the passing rate). Geographic representation will involve 1 Municipal LGU case study per region (Luzon, Visayas, Mindanao, BARMM) and 2 Cities.
 - In addition, 2 provinces will also be selected (1 from the 8th Country Programme for Children (CPC8) area, 1 non-CPC 8 area). This would be important to generate insights on the role and accountability at the provincial level of government with regard to CFLGA implementation and support to municipalities/cities.

Chronological scope: The timeframe to be evaluated is from 2014 to 2023 – period covering the commencement/adoption of the CFLGA up to the present implementation phase. The evaluation shall also consider the transition and adjustments during the CFLGA implementation, particularly the period when the changes/revisions to the audit process were made (that is, 2014-2018 when the original CFLGA indicators were in use and 2019 to present, the phase covering the revised indicators).

EVALUATION CRITERIA AND QUESTIONS

The evaluation will focus on the OECD-DAC criteria of **relevance, coherence, effectiveness, efficiency, impact, and sustainability**. In addition to OECD/DAC evaluation criteria, the evaluation will prioritize **gender, equity, and human rights** as key criteria to be prioritized throughout the evaluative process. Evaluation questions have been prioritized and structured in line with these criteria.

⁸ Passers and Nonpassers pertain to LGUs which have passed or did not pass the audit and are granted the Seal of Child-Friendly Local Governance. Passers of the audit are LGUs which have complied with the 80% or above cut off of the score for all areas of the audit system.

Below are preliminary evaluation questions which will be finalized during the inception phase. They can be commented on and adjusted by the bidders in their technical proposal.

Relevance – Extent to which CFLGA is suited to the needs, priorities, and policies of relevant national stakeholders, LGUs, communities and households.

- To what extent is the CFLGA relevant for the promotion of children’s rights?
- To what extent is CFLGA aligned with the country’s needs and priorities?
- To what extent are the implementation of the audit process adequate to support the government’s intention of monitoring and supporting the performance of the LGUs to deliver its accountabilities?
- **For LGU CASE STUDY:**
 - To what extent are the CFLGA particularly its key results, indicators, audit processes, knowledge management systems, relevant and are able to capture and respond to the priorities of the sectors (ECD, Adolescent Learning, Child Protection, Adolescent Health, Nutrition) and LGUs? What are the factors (key challenges and bottlenecks) that affect the relevance of the CFLGA audit process and knowledge management systems in supporting the performance of the LGUs?
- To what extent has the CFLGA aligned with the LGU policies and programs as reflected in their plans and budgets?

Coherence – Compatibility of CFLGA with other programmes and existing performance monitoring systems? How well does the intervention package fit?

- To what extent is CFLGA is compatible in measuring sector priorities particularly the devolved services on health, nutrition, education, child protection, children participation, etc?
- How aligned and integrated is the CFLGA with existing performance monitoring systems? How can this integration and alignment be further strengthened?
- This includes complementarity, harmonization and co-ordination with others, and the extent to which the CFLGA is adding value while avoiding duplication of effort.
- Are the roles and responsibilities clear for all stakeholders (at the national and local level)

Effectiveness - Extent to which the CFLGA achieved the desired objectives/outputs on improving the performance of the LGUs to prioritize and deliver services to children? What factors influence the effectiveness (or non-effectiveness) of the CFLGA?

A. Strengthened Data Use and Monitoring:

- How well is the uptake and use of CFLGA by the LGUs? (at all levels)
- To what extent has the CFLGA increased the capacity of the local government in undertaking monitoring, assessment, and documentation of their own performance?
- To what extent are the CFLGA data and results used by national government partners to inform the capacity assessment of the local governments and design of the needed technical assistance? What are the capacity gaps on data generation, analysis, and use that affect the uptake and use of CFLGA?

B. Improved Governance, Accountability and Service Delivery

- To what extent has CFLGA been used and contributed to assess and improve the performance of LGUs for children, specifically in planning, resource allocation, service delivery, children participation? What are the factors and challenges affecting the implementation of the CFLGA at the local and national level?
- To what extent is the CFLGA (key results, indicators, and audit processes) able to measure and advocate the accountabilities of LGUs at all levels (province, cities, municipalities)?
- Has the CFLGA been able to improve accountability? Has the CFLGA been able to promote and sustain participation of children and other stakeholders at the local level?

C. Informed National Government Policies

- *To what extent has the CFLGA able to inform the NGAs of their allocation of budgets for devolved services? Has CFLGA data been used to influence program planning of the national government agencies?*
- *To what extent did the CFLGA put children at the center of the development agenda of the country at national, regional, and local levels, leaving no child behind.*

Efficiency - Measures CFLGA implementation in relation to the inputs and whether it used the least costly resources possible to achieve the desired results

- *To what extent is the CFLGA implementation efficient in terms of resource utilization (human, technical, financial) and timely delivery to achieve the desired results Have there been any significant delays in implementation and achievement of planned results, and if so, why?*
- *To what extent are the local governments efficiently coordinated and use its resources capacity and to achieve results? How efficient are the structures that support the implementation of CFLGA at each LGU level and across the LGUs (barangay-municipal-provincial level) (LCPC, Regional Inter-agency Monitoring tas Force, RSCWC)?*
- *To what extent are the national government agencies efficiently coordinated to provide support and oversight to the CFLGA implementation? Where are the capacity gaps at the national and local level?*
- *What structures support the efficient implementation, oversight and monitoring of the CFLGA from the national down to the regional to the local level?*
- *To what extent are the strategies conducive in the efficient delivery of programmes and services towards achievement of outcomes?*
- *Have there been any opportunities to improve operational efficiency?*

Sustainability – Whether the benefits of current implementation strategy and approach to CFLGA is likely to continue and be sustained

- *To what extent the coordination structures and implementation of the CFLGA at the national and sub-national level be sustained overtime?*
- *To what extent are the coordination mechanisms, structures, plans, and policies at the national and subnational levels fit-for-purpose to sustain the results overtime?*
- *Has CFLGA been institutionalized in the processes and planning considerations of the LGUs?What are the major factors which influence the continuity and sustainability of CFLGA?*

Note: Gender, equity and human rights, will be mainstreamed in the evaluation questions across the five criteria.

- *To what extent has the government and UNICEF identified and addressed the specific needs of the different genders in the design and implementation of the CFLGA?*
- *To what extent is CFLGA conducive to supporting the most marginalized populations (including those furthest left-behind)?*
- *To what extent has the CFLGA ensured access to social services for people/children living with disabilities?*

Bidders are encouraged to propose changes to the questions and sub-questions and even to add sub-questions in their proposals. The technical proposals should also include a preliminary evaluation matrix linking evaluation criteria and questions/sub-questions with appropriate indicators, the proposed methods of data collection and analysis as well as and data sources for answering each evaluation question (and exploring the sub-questions). The proposal should show the firm’s ability to develop appropriate metrics for assessing each question objectively. In consultation with the Evaluation Reference group, and in agreement with the management team, the questions can be re-prioritized and modified by the evaluation team during the inception phase.

EVALUATION DESIGN AND METHODOLOGY

Based on the objectives of the evaluation, this section indicates a possible approach, methods, and processes for the evaluation.⁹ Methodological rigor will be given significant consideration in the assessment of proposals. Hence bidders are invited to interrogate the approach and methodology outlined in the ToR and improve on it or propose an approach they deem more appropriate. In their proposals, bidders should clearly refer to triangulation, sampling plans, ethical considerations and methodological limitations and mitigation measures.

This evaluation should follow a participatory, utilization-focused, and theory-based approach, with mixed methods (qualitative and quantitative) of data collection and analysis. Under a utilization-focused approach, the evaluation will facilitate learning on what works or does not work to inform the design and implementation of similar programmes in the future. For the purposes of this evaluation, the evaluation team would be expected to develop a theory of change to assess and validate the programme components. The theory-based approach would set out a strong focus on pathways of change and whether focus areas are enabling and accelerating the achievement of planned results.

With a strong focus on utilisation, the approach of the evaluation will concentrate on engaging with the principal users of the evaluation process and report – UNICEF country and regional offices, key stakeholders in national government ministries and departments, representatives at national and sub-national level, and other UN organisations working in Philippines throughout the process. This includes involvement of the stakeholders in the evaluation design (inception phase), in the validation of data collected and emerging results as well in the formulation and validation of recommendations. This will increase the relevance of the questions asked, the appropriateness of the data collected as well as the level of actionability and usefulness of the recommendations.

Data Collection Methods

Mixed methods will be incorporated as much as possible. The evaluation will rely on quantitative and qualitative data methods that will be triangulated. The evaluation will use data from primary and secondary sources, including desk review of documentation, interviews with key informants, and focus group discussions to consult groups of rights holders and duty bearers as appropriate both at the national and the field implementation level. The final design should specify how data collection and analysis methods integrate gender, equity, and human rights considerations throughout the evaluation process. Alternative methods and approaches can also be proposed by potential bidders.

A comprehensive desk review of available documentation and secondary data (e.g., CFLGA data) from studies conducted by CWC, DILG, and other partners.. The desk review should culminate in a synthesis from the documents reviewed and be included as an annex to the Inception Report. A list of relevant materials together with electronic copies of key documents will be shared with the evaluation team during the inception phase.

Key informant interviews: Discussions with key stakeholders (e.g., focal points from UNICEF, government officials, other UN agencies, development partners, implementing partners, civil society organizations, private sector, and academia) will be largely qualitative, and might involve face-to-face and remote modalities. An initial consultation through key informant interviews (KIIs) with mostly UNICEF Philippines Country Office staff and Regional office will be undertaken at the inception phase to shape the inception process.

Focus group discussions (FGD): As appropriate, inputs from groups of rights holders and duty bearers will be gathered through focus group discussions. The number of participants and nature of the FGDs will be articulated in the Inception Report. Note: The FGDs should also take into consideration the four categories of the LGUs to be selected using the case study approach (refer to the 'geographical scope' section). Note: The selection of the KIIs and

⁹ The proposed methodology is just indicative and based on internal experience in conducting similar evaluations. There will be a need to develop a detailed design, analytical methods and tools during the inception phase based on additional literature review and in consultation with UNICEF Philippines.

FGDs should also take into consideration the four categories of the LGUs to be selected using the case study approach (refer to the 'geographical scope' section).

A sampling strategy should be included in the Technical Proposal, setting out how geographic areas and different stakeholder groups will be sampled. This applies to both quantitative and qualitative data collection.

Data triangulation will be of crucial importance. The findings, conclusions and recommendations should be based on triangulated evidence. Three types of triangulation methods could be adopted: 1) cross reference of different data sources (from key informant interviews, FGDs, and review of documents); 2) investigator triangulation through the deployment of several evaluators; and 3) review by participants through the respondents' validation meeting and consultation with UNICEF and government key respondents during the report drafting process. The triangulation efforts will be tested for consistency of results, noting that inconsistencies do not necessarily weaken the credibility of results, but may reflect the sensitivity of different types of data collection methods. This is to ensure validity, establish common threads and trends, and identify divergent views.

In the proposal, bidders will assess options and set out detailed methods suited to meeting the requirements of the purpose, scope and objectives of this evaluation.

Data analysis plan

Bidders must also pay attention to the evaluation design, tools to be used, and analytic approaches to be employed to make sense of the data. It is important that the evaluators integrate evaluative thinking throughout the evaluation. Bidders should articulate their plans for analysing and synthesizing the data collected from each method in the Inception Report. They should note tools and approaches for qualitative and quantitative analysis and how analyses will be drawn together to develop the findings and conclusions.

Norms and Standards

The evaluation will follow the [UNEG Norms and Standards for Evaluations](#) as well as [UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis](#). It also have to consider [UNEG Guidance on integrating Human Rights and Gender Equality in Evaluation](#) and [UN-SWAP Evaluation Performance Indicators](#). The final evaluation report should be compliant with [UNICEF-Adapted UNEG Evaluation Reports standards](#) and UNICEF's Global Evaluation Reports Oversight System (GEROS) review criteria and prepared according to the UNICEF Style Guide, UNICEF Publication Toolkit and UNICEF Brand Toolkit. Overall quality ratings and evaluation reports are then available on the UNICEF website: <https://www.unicef.org/evaluation>.

Limitations

The evaluation limitations should be taken into consideration in the technical proposal and in the design of the methodology and approach to be followed. Bidders are encouraged to identify the limitations of the proposed methods and any risks related to evaluation conduct as well as mitigating measures for these limitations and risks in the proposal.

Ethical Considerations

UNICEF requires evidence generation conducted to be in full compliance with ethical considerations, including during evaluations, research and data collection. Ethical considerations will be assessed and documented, and clearance will be sought before data collection can commence. The ethical review will include the complete set of evaluation documents including proposal, inception report, TOR, and related data collection instruments (interview guide), and other tools as applicable (consent form, protection protocol). Documentation for ethical clearance will be prepared by the evaluation team in accordance with the requirements of UNICEF and UN guidance, including but not limited to [UNEG Ethical Guidelines for Evaluation \(2020\)](#); [UN Evaluation Group Code of Conduct for Evaluation in the UN System, 2007/8](#); and the [UNICEF Procedure for Ethical Standards and Research, Evaluation and Data Collection and Analysis \(2015\)](#). Ethical review from an Independent Review Board (IRB) should be considered in the proposal and in the timeline and are the responsibility of the consultant. Good practices not covered herein are also to be followed. Any sensitive issues or concerns should be raised with the Evaluation Manager as soon as they are identified.

During the evaluation process, full compliance with all UNEG and UNICEF ethical guidelines will be required. All informants should be offered the possibility of confidentiality, for all methods used. Dissemination or exposure of results and of any interim products must follow the rules agreed upon in the contract. In their proposals, bidders should describe their data and document protection protocols. Unauthorized disclosure is prohibited.

EVALUATION TIMELINE AND DELIVERABLES

The evaluation will include three distinct stages.

An **initial inception phase** which will include preliminary desk review and discussions with key stakeholders leading to an inception report. The Inception Report (IR) will be key in confirming a mutual understanding of what is to be evaluated, including additional insights into executing the evaluation. The IR presents the complete methodology approach to conducting the evaluation, with all tools fully drafted. All design issues under discussion are finalized in the IR, including any revisions to the questions, the reference group role and supervisory quality assurance.

The report will include, among other elements:

- i. Evaluation purpose and scope, confirmation of objectives of the evaluation;
- ii. Evaluation criteria and questions;
- iii. Evaluation methodology (including sampling criteria), along with a description of data collection methods and data sources (incl. a rationale for their selection), advanced draft data collection instruments, for example questionnaires, with a data collection toolkit as an annex, an evaluation matrix that identifies descriptive and normative questions and criteria for evaluating evidence, data analysis methods and a data analysis plan, a discussion on how to enhance the reliability and validity of evaluation conclusions, a description of the quality review process, a discussion on the limitations of the methodology and ethical considerations;
- iv. Proposed structure of the final report;
- v. Evaluation work plan and timeline, including a revised work and travel plan (where applicable) and deliverables timeline;
- vi. Annexes (i.e., organizing matrix for evaluation questions, data collection toolkit, data analysis framework).

This will allow the evaluation team to fully understand the evaluation criteria and the objectives of the evaluation, as well as the limitations to the evaluation and will help refine evaluation purpose, scope and questions. Inclusion of key users in this stage will be key to ensure a participatory and effective utilization approach. Preliminary findings will lead to the refinement of the evaluation methodology in close agreement with the evaluation managers. An inception report will capture all the changes and include tools for collection of data, an evaluation matrix as well as a more detailed and up to date evaluation timeline.

Ethical clearance: Prior to data collection phase, the evaluation shall have an ethical clearance that can be issued either by an external board or an internal board, depending on the case and as required by UNICEF rules and regulations (see ethical clearance section). As part of compliance with ethics on monitoring and evaluation, the Inception Report may detail the key elements of consent administration, confidentiality, and anonymity, and data security.

The **data collection, analysis, report drafting, and validation phase** will entail a more in-depth desk review and data collection, triangulation and analysis. UNICEF will support the evaluation team to identify key stakeholders. After the data collection process is completed and draft report established, a validation workshop will be conducted to present a draft evaluation report to the Evaluation Reference Group and relevant stakeholders as invited by UNICEF for inputs and comments. The draft report should include findings from the desk review and data collection (primary and secondary) (with an initial attempt to triangulate findings), and conclusions and recommendations. The

presentation should also present a matrix of data collected for responding to each evaluation question and point to gaps that challenged the data collection phase.

The draft report will fully conform to the Global Evaluation Report Oversight System¹⁰ of ideally 40 pages but not more than 70 pages plus executive summary and annexes that will be revised until approved.

Final phase (completion of final report and evaluation briefing) – A draft final report will be prepared incorporating all comments and findings. A four to five pages summary brief including key findings, conclusions and recommendations. The evaluation briefing note that is distinct from the executive summary in the evaluation report and it is intended for a broader, non-technical and non-UNICEF audience. A PowerPoint presentation of the final report should be developed to share the final evaluation findings, conclusions and recommendations with the Evaluation Reference Group and for future dissemination events.

Bidders are invited to reflect on each outline and effect the necessary modification to enhance their coverage and clarity. Products are expected to conform to the stipulated number of pages where that applies.

Important notes:

- i. Monitoring deliverables about work progress are not listed but will be periodically required.
- ii. Page limits, if any, to be established during the inception period. In general, the final report should not exceed 70 pages and should aim for conciseness, readability, and visual appeal.

Reports will be prepared according to the UNICEF Style Guide, UNICEF Brand Toolkit and UNICEF Publication Toolkit (to be shared with the winning bidder) and UNICEF-Adapted UNEG Evaluation Reports Standards as per GEROS guidelines (referenced before). All deliverables must be in professional-level standard English, and they must be language-edited/proof-read by someone who is proficient in English.

Proposed Evaluation Timeline

¹⁰ UNICEF has instituted the Global Evaluation Report Oversight System (GEROS), a system where final evaluation reports are quality assessed by an external company against UNICEF/UNEG Norms and Standards for evaluation reports. The Evaluation Team is expected to reflect on and conform to these standards as they write their report.

| Phase/Activity | July | Aug | Sept | Oct | Nov | Dec | Jan 2025 | Feb 2025 |
|--|------|-----|------|-----|-----|-----|----------|----------|
| 1. Inception phase | | | | | | | | |
| Kick-off meeting | | | | | | | | |
| Draft inception report (including initial desk review and discussions with key UNICEF focal points) | | | | | | | | |
| Review of/QA of inception report by Evaluation Reference Group (ERG) | | | | | | | | |
| Ethical approval | | | | | | | | |
| Final inception report | | | | | | | | |
| 2. Data collection, analysis, report drafting, and validation phase | | | | | | | | |
| In-depth desk review | | | | | | | | |
| Conduct key informant interviews and focus group discussions | | | | | | | | |
| Zero draft final evaluation report | | | | | | | | |
| Review of/QA of draft final report by ERG (round 1) | | | | | | | | |
| Validation workshop (presentation of preliminary findings and recommendations to ERG) | | | | | | | | |
| 3. Finalization phase | | | | | | | | |
| Review of/QA of draft final report and evaluation briefing note by ERG (round 2) following the validation workshop | | | | | | | | |
| Revise draft final report and evaluation briefing note based on feedback from ERG | | | | | | | | |
| PowerPoint slide-deck that can be used for dissemination purposes 3-4 pages policy briefer containing the summary and recommendations | | | | | | | | |

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| Final report and evaluation briefing note | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|

Note: The entire assignment is envisioned to run for 8 months with an assumed start date of July 2024 and completed by February 2025.

| Deliverables/ Reporting Requirements and Payments | | |
|---|---|---|
| Deliverables/ Reporting Requirements | Indicative Due Dates <i>(assumes July 2024 as the start date)</i> | Payment Terms |
| 1. Inception Report* (after incorporation of feedback from Evaluation Reference Group) including methodology, final evaluation matrix, and evaluation instruments/tools | Mid-August 2024 | 20% of contract cost upon acknowledgement by UNICEF that deliverable has been completed and meets minimum quality standards |
| 2a. Zero Draft Final Evaluation Report* With agreed outline of the draft report cleared by the ERG | October 2024 | 50% of contract cost upon acknowledgement by UNICEF that deliverable has been completed and meets minimum quality standards |
| 2b. Validation Workshop | | |
| 2c. Draft Evaluation report and evaluation brief* (after incorporation of feedback from Evaluation Reference Group and Validation workshop comments) | December 2024 | |
| 3. Final Evaluation report with executive summary, evaluation brief and PPT slides* (after incorporation of feedback from Evaluation Reference Group) | February 2025 | 30% of contract cost upon acknowledgement by UNICEF that deliverable has been completed and meets minimum quality standards |
| <p>* For review by the Evaluation Reference Group -- allow 2 weeks for the ERG to review and provide feedback. All the deliverables must be compliant with UNICEF-Adapted UNEG Evaluation Report Standards, UNEG Norms and Standards for Evaluations and GEROS Evaluation Quality Assurance Tool</p> | | |

| Dissemination Plan |
|---|
| <p>During the Inception Phase, UNICEF PCO will establish a dissemination plan in consultation with the Evaluation Team. This dissemination plan will become an Annex to the IR. The evaluation will be disseminated to the relevant stakeholders in the Philippines particularly those identified as primary and secondary users of the evaluation, UNICEF partners, and right holders as appropriate.</p> <p>An evaluation briefing note (4-5 page) and an adequate PowerPoint slide deck summarizing the key findings, conclusions, lessons learned, and recommendations will be developed and disseminated to the key partners through various means such as email roster of relevant partners, UNICEF website posting, distribution at UNICEF and partner key events.</p> <p>Within UNICEF Philippines, the evaluation will be presented to the whole staff through a dedicated session, or through the regular office meetings such as Programme Management Teams/Country Management Team. The</p> |

evaluation will be shared with EAPRO for dissemination to other countries in the region, and with HQ, for a larger scale dissemination.

Once approved, the evaluation report will be electronically submitted to the UNICEF Global Evidence Information System Integration (EISI) within 15 days from the date of completion. The UNICEF Country Office (CO) management is expected to develop and implement a two-year action plan in response to the evaluation recommendations. The CO will also upload the action plan unto EISI and ensure quarterly progress monitoring and reporting.

Qualifications, Specialized Experience and Additional Competencies

The core evaluation team may comprise of 3-4 full-time experts with one senior-level evaluation expert as Team Leader to lead the evaluation. A gender balanced and culturally diverse team composition, including national team members, is strongly encouraged. Examples of profiles are as follows:

- **Team Leader, evaluator by profession** – with minimum 10 years of expertise and experience in national government program evaluation (including country programme and/or outcome level evaluations) preferably with a social/public policy, and/or subnational/local government and/or multidisciplinary background, strong strategic and analytical skills, familiarity with the socio-economic context of South East Asian countries, and with good knowledge of UNEG evaluation norms and standards and experience in conducting UN evaluations (preferably UNICEF or major bilateral donor Country Programmes). As team leader, he/she is responsible for preparing the overall work plan and overseeing its implementation, ensuring coherence of the analytical approach, and ensuring that all evaluation outputs are produced in an acceptable and timely manner. He/she will also be responsible for ensuring cross-cutting issues e.g., gender equality, equity and human rights, including child rights are well considered; ensuring ethical conduct of evaluation; also ensuring integration of the inputs of the other team members into a coherent evaluation report.
- **Team members** – with extensive expertise and minimum 7 years of experience in conducting country programme evaluations, knowledgeable of institutional issues related to development programming and work experience in public policy and local governance or other areas relevant to this evaluation (with excellent knowledge of UNICEF programming areas, partnerships, results-based management, planning and monitoring, policy, advocacy, upstream programming, systems strengthening and behavioural change and sustainable development issues). Familiarity with specific, equity, gender, climate and humanitarian, and human rights issues. He/she will be responsible in the development of evaluation methodology and instruments, overseeing data collection and analysis, analysing the findings and formation of recommendations, and drafting the evaluation report.
- **Evaluation associate/coordinator** – will be tasked to support coordination, data collection and interview scheduling and travel arrangements, organizing and documentation of evaluation meetings including the validation event, and all administrative and logistical support required to implement the evaluation. Should be a Filipino national.

Any other named persons in the proposal will have experience and skills that complement the Team Leader. Knowledge and experience with some of the selected programmatic areas that are the focus of the evaluation will be necessary. If the Team Leader does not have experience in Philippines, the senior supporting consultant must have this experience.

Note: All members of the team should have:

- Strong inter-personal skills and ability to engage effectively with senior stakeholders
- Bringing a strong commitment to delivering timely and high-quality results, i.e., credible evaluations that are used for improving strategic decisions
- Commitment and willingness to work independently, with limited regular supervision; s/he must demonstrate adaptability and flexibility, client orientation, proven ethical practice, initiative, concern for accuracy and quality

- The ability to concisely and clearly express ideas and concepts in written and oral form as well as the ability to communicate with various stakeholders in English.

Back-office support assisting the team with logistics and other administrative matters is also expected to be provided by the evaluation firm. **It is vital that the same individuals that develop the methodology for the proposal will be involved in conducting the evaluation. In the review of the proposal, while adequate consideration will be given to the technical methodology, significant weighting will be given to the quality, experience (CV's and written samples of previous evaluations) and relevance of individuals who will be involved in the evaluation.**

Evaluation Management and Quality Assurance

The evaluation will be conducted by an external Evaluation Team to be recruited by UNICEF Philippines Country Office. The Evaluation Team will operate under the supervision of a Multi-Country Evaluation Specialist with support from an M&E Officer in UNICEF Philippines. Together they will form the Evaluation Management Team (EMT) and be responsible for the day-to-day oversight and management of the evaluation and for the management of the evaluation budget. Considering this is a country-led evaluation, the EMT will also engage closely with the technical teams from DILG and CWC throughout the evaluation process. They will assure the quality and independence of the evaluation and guarantee its alignment with UNEG Norms and Standards and Ethical Guidelines and other relevant procedures, provide quality assurance checking that the evaluation findings and conclusions are relevant; and recommendations are implementable, and contribute to the dissemination of the evaluation findings and follow-up on the management response. They will work in close coordination with the Chief PME, Chief of Social Policy, Social Policy Specialist, UNICEF East Asia and Pacific Regional Office (EAPRO) Evaluation Advisor, and UNICEF EAPRO Social Policy Advisor, under the overall guidance and responsibility of the UNICEF Philippines Representative.

An Evaluation Reference Group (ERG) will be established. The ERG will include focal points from the relevant government agencies and departments (e.g., Department of Interior and Local Government, Council for the Welfare of Children, National Economic and Development Authority (Regional Coordination), Department of Budget and Management (Local Governnace and Regional Coordination Bureau), Department of Finance- Bureau of Local Government Finance, BARMM MILG, Union of Local Authorities of the Philippines, Child-Focused Organization [LCPC Consoritium Member], Department of Social Welfare and Development, Department of Health, and Early Childhood Care and Development), UNICEF Philippines Country Office and UNICEF Regional Office. TOR of the Evaluation Reference Group will be developed.

The ERG will have the following roles: contribute to the preparation and design of the evaluation, including providing feedback and comments on the Inception Report and on the technical quality of the work of the consultants; provide comments and substantive feedback to ensure the quality – from a technical point of view – of the draft and final evaluation reports; assist in identifying internal and external stakeholders to be consulted during the evaluation process; provide documentation as needed to the evaluation team; participate in review meetings organized by the Evaluation Manager and with the Evaluation Team as required; play a key role in learning and knowledge sharing from the evaluation results, contributing to disseminating the findings of the evaluation and participate in the drafting and validation of recommendations.

Note: EMT will engage with ERG and the technical teams from DILG and CWC to discuss and agree on the relevant accountability mechanism for tracking and monitoring the implementation of the recommendations and actions as per the evaluation management response.

CONDITIONS OF WORK

The contractor should provide for their own computer and communication devices, internet connections, and workspace. They should also have to arrange for their own logistics, internet connections, communication and safety.

The contractor shall coordinate with the DILG and CWC on the formal communications and/or relevant endorsements to national government, LGUs, and other stakeholders who shall be engaged as part of the key participants for this evaluation.

Criteria for selecting the institutions conducting the evaluation project

The technical and financial proposals shall be given a weight of 70% and 30%, respectively, for a total score of 100%. The minimum score required for the technical proposal is 49 points. Technical proposals scoring less than 49 points will be considered non-responsive; therefore, will be rejected. Financial proposals shall only be assessed for organizations that passed the minimum required score for the technical component.

The submitted proposal shall be assessed using the following matrix. Hyperlinks to supporting documentation should be provided, please do not share hard copies.

| TECHNICAL EVALUATION CRITERIA | REQUIRED SUPPORTING DOCUMENTS | RATING | SCALING | MAX SCORE |
|--|---|---|----------------|------------------|
| COMPANY EXPERIENCE (maximum 15 points) | | | | |
| 1. Years of experience in carrying out evaluation activities and a proven record in delivering professional results | Project reports, reference letters etc. | 7 years or more experience | 4 | 4 |
| | | 5 - 6 years of experience | 3 | |
| | | 3 - 4 years of experience | 2 | |
| | | Less than 3 years of experience | 1 | |
| 2. Work experience in East Asia or more specifically in the Philippines | Location details, partners in the region etc. | Coverage in 4 or more countries including Philippines | 3 | 3 |
| | | Coverage in 2-3 countries | 2 | |
| | | Coverage in 1 country | 1 | |
| | | Coverage in 0 country | 0 | |
| 3. Experience in conducting evaluation projects either with the UN and/or other international organizations | Proposal showing experience in conducting Evaluation projects for United Nations and/or international organizations | Yes | 3 | 3 |
| | | No | 0 | |
| 4. Experience in conducting development-related programme evaluations in social/public policy, governance, and related sectors | Reports / examples of projects | 3 or more relevant examples | 3 | 3 |
| | | 2 relevant examples | 2 | |
| | | 1 relevant example | 1 | |
| | | No example provided | 0 | |
| 5. Proven high-quality report writing in English | Reports presenting high level of proficiency in report writing in English | 3 or more relevant examples | 2 | 2 |
| | | 1-2 relevant examples | 1 | |
| | | No examples | 0 | |
| PROPOSED TEAM EXPERIENCE (maximum 30 points) | | | | |
| 6. Experience of the team leader in similar focus areas | CV of team leader | The team leader having combined relevant work | 15 | 15 |

| | | | | |
|---|--|---|----|----|
| as presented in the ToR (i.e., in evaluations/reviews of country programmes, including expertise in systems strengthening, strategy formulation, results-based management) | | experience of 15 years or more in similar activities | | |
| | | The team leader having combined work experience of 10-14 years in similar activities | 10 | |
| | | The team leader having combined work experience of 5-9 years in similar activities | 5 | |
| | | The team leader having combined work experience less than 5 years or more in similar activities | 1 | |
| 7. Experience of the 3 other most experiences team members (excluding team lead) in similar activities (i.e., evaluations, assessments, reviews, research) and social/public policy, governance, and related sectors | CVs of team members | The team members having combined work experience of 15 years or more in similar activities | 15 | 15 |
| | | The team members having combined work experience of 10-14 years in similar activities | 10 | |
| | | The team members having combined work experience of 5-9 years or more in similar activities | 5 | |
| | | The team members having combined work experience less than 5 years in similar activities | 0 | |
| METHODOLOGY (maximum 25 points) | | | | |
| 8. The key elements to be considered are demonstrated understanding of the context and TOR, structure, quality, and completeness of the proposal, and demonstrated ability to conduct data collection ethically. This will entail providing a detailed description of the proposed methodology, describing the approach that will be taken to deliver the outputs for each of the phases as outlined in the TORs), including a description of the design and activities, ethical considerations, envisaged working modalities, which stakeholders are sought to be involved, selection criteria, and how stakeholder involvement will | A description of the proposed methodology and quality assurance arrangements | The proposed methodology thoroughly describes the envisaged approach taken to deliver the outputs, including a detailed description of evaluation design, activities, working modalities, stakeholders and strategies to secure stakeholder involvement, analysis of risks and mitigation strategies, and quality assurance of all evaluation products | 25 | 25 |
| | | The proposed methodology mostly provides a satisfactory description of the envisaged approach taken to deliver the outputs, including a broad description of activities, working modalities, stakeholders and strategies to secure stakeholder involvement, analysis of risks and mitigation strategies, and | 15 | |

| | | | |
|---|--|---|-----------|
| <p>be secured (the methodology shall be in accordance with the Terms of Reference). This section also includes the proposed internal arrangements for ensuring the quality of all evaluation products submitted to UNICEF for review.</p> | quality assurance of all evaluation products | | |
| | The proposed methodology provides a <i>partial</i> description of the envisaged approach taken to deliver the outputs, including a partial description of activities, working modalities, stakeholders and strategies to secure stakeholder involvement, analysis of risks and mitigation strategies, and quality assurance of all evaluation products | 5 | |
| | No methodology or description of activities provided | 0 | |
| TOTAL TECHNICAL SCORE | | | 70 |

Annex 2: CFLGA Results Framework (is there any? If yes, then replace the diagram below)

Kindly note that CFLGA has no results framework despite having a TOC. Instead what we have are assessment indicators of CFLGA itself:

CFLGA Assessment Indicators/Criteria

Cognizant of the LGU functions, national plans and international commitments, all City and Municipal LGUs shall be assessed using the following indicators categorized under the four (4) core rights of children (survival, development, protection, and participation) and governance.

Table 1. Child Friendly Local Governance Indicators

| INDICATOR | | Score |
|------------------------------------|---|-----------|
| Survival^[1] | | 15 |
| 1.1 | Percentage coverage of Fully Immunized Children aged 0-12 months old | 5 |
| 1.2 | Prevalence of malnutrition among children 0-59 months | 5 |
| 1.3 | Percentage coverage of pregnant adolescents provided with prenatal and postpartum services | 5 |
| Development^[2] | | 15 |
| 2.1 | Percentage coverage of children aged 3-4 years old provided with early childhood care and development (ECCD) services, both public and privately managed, and may be center, home, or community-based | 5 |
| 2.2 | Presence of ECCD services in all barangays, either private or publicly-managed (center, home, community, or other modalities) | 5 |
| 2.3 | Percentage of out-of-school children and youth assisted for enrolment/re-enrolment to school, alternative learning system (ALS) or other flexible learning options | 5 |
| Protection^[3] | | 15 |
| 3.1 | Management of reported cases of children in need of special protection | |
| 3.1.1 | Case Management Coverage | 5 |
| 3.1.2 | Case Management Report preparation | 7 |
| 3.1.3 | Established referral network | 3 |
| Participation^[4] | | 15 |
| 4.1 | Child representation in the Local Council for the Protection of Children | |
| 4.1.1 | Child Representative in the City/Municipality LCPC | 1 |
| 4.1.2 | Child Representative Selection Process at the City/Municipal level | 4 |
| 4.1.3 | Child Representative in the Barangay LCPC | 3 |
| 4.2 | Development of program, project, activity or policy with children's participation in the planning, implementation or monitoring phase | 7 |
| Governance | | 40 |
| 5.1 | Established and updated database on children | 7 |
| 5.2 | Available and implemented local plans for children | 8 |
| 5.3 | Updated Local Code for Children contextualizing/adopting recently issued national laws on children | 5 |

| | | |
|-----|---|---|
| 5.4 | Budget allocated and utilized for children's programs | 8 |
| 5.5 | Functional LCPCs | 8 |
| 5.6 | Child-Friendly Facilities in all Barangays | 4 |

- ^[1] Survival rights include the inherent right to life, the right to a name and nationality, the right to an identity and those dealing with parental and governmental duties and obligations, adequate and decent standard of living, access to basic health care and services, social security and rehabilitation.
- ^[2] Development rights refer to access to educational opportunities, relevant information, play, leisure, cultural activities and rights to freedom of thought, conscience and religion.
- ^[3] Protection rights cover those rights which guard children against all forms of abuses, exploitation and discrimination and in areas where a child is considered to be in extremely difficult circumstances.
- ^[4] Participation rights pertain to the rights of freedom to expression and to have one's views taken into account, involvement in decision making and consultative process, freedom of association and assembly.