

Inception Note

Evaluation of UNICEF Work on Teacher Development and Learning Outcomes

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1. Introduction

As part of the Plan for Global Evaluations, the UNICEF Evaluation Office (EO) has committed to conducting the Evaluation of UNICEF contributions to teacher development and improved learning outcomes. The overall goal of this evaluation is to assess UNICEF work aimed at supporting the achievement of Sustainable Development Goal (SDG) 4. In October/November 2024, UNICEF commissioned a team of external consultants to conduct the evaluation under the management of the EO. This document presents the results of the inception phase of the evaluation.

1.1. Evaluation Objectives

The **overall objective** of this exercise is to evaluate the extent to which UNICEF is enhancing teacher development and accountability for learning outcomes to improve results for children. The two specific objectives are:

Objective 1: To evaluate the efficiency, effectiveness, coherence, relevance and sustainability of UNICEF efforts around teacher development and accountability for learning outcomes for all children, focusing on the three priority clusters of teacher supply, teacher capabilities and qualifications, and assessment for accountability for foundational learning outcomes of all students¹.

Objective 2: To identify, assess, and disseminate good practices and policy lessons around specific thematic components of teacher development and learning outcomes.

1.2. Evaluation Scope

The **thematic focus** centres on UNICEF efforts around three teacher priority clusters: (1) teacher supply; (2) teacher capabilities and qualifications; and (3) assessment for accountability for foundational learning outcomes of all students². The evaluation assesses UNICEF work across all organisational levels including the headquarters, regional and country levels.

The **temporal scope** of the evaluation focuses on the period between 2021 and 2023, building on the findings and recommendations from the [2022 evaluation of UNICEF contribution to improved teaching and](#)

¹ The original objective 1 was: To evaluate the efficiency, effectiveness, coherence, relevance and sustainability of UNICEF efforts around teacher development and accountability for learning outcomes for all children, focusing on the three priority clusters of teacher supply, teacher capabilities and qualifications, and **teachers' accountability for learning outcomes**. Explanation of the revision is given in Section 3.

² Priority cluster 3 has been revised during the inception phase. Explanation of the revision is given in Section 3.

[learning](#). The evaluation will look beyond the response to the COVID-19 pandemic, focusing on lessons learned, changes in priorities and innovations that resulted from this period.

As a corporate UNICEF evaluation, the **geographic scope** is global while recognising UNICEF decentralised organisational structure. It will rely on information gathered across all regions and a diverse range of country contexts including emergency and humanitarian settings. The evaluation employs a purposive country sampling process which emphasises coverage of countries where UNICEF programmatic work is directly relevant to the thematic scope of the evaluation and where the prevalence of issues assessed in the evaluation is significant (see Section 4.3).

The **primary users** of the evaluation are UNICEF headquarters staff (Programme Group, Education Sector Team) as well as education staff in regional and country offices overseeing initiatives related to teacher development and accountability for learning outcomes. **Internal secondary users** include other Programme Group staff supporting teacher development and learning outcome efforts (e.g. Social Policy, Child Protection, WASH, Nutrition, Gender, and Disability Teams) as well as the Global Office of Research and Foresight. **External secondary users** include other United Nations agencies and development organisations, government and private sector partners.

1.3. Purpose and Structure of Inception Note

The purpose of the Inception Note is to provide a succinct overview of the methods and approaches to be used and to elaborate an operational plan for the evaluation. The document presents:

- Outline of evaluation question and sub-questions (Section 2)
- Outline of evaluation analytical framework (Section 3)
- Description of the evaluation approach and methodology, including selection of countries for in-depth data gathering and analysis (Section 4)
- Evaluation workplan (Section 5)

2. Evaluation Question and Sub-Questions

The original evaluation questions and sub-questions have been refined based on findings from documents reviewed and key informant consultations carried out during the inception phase. The resulting evaluation questions and sub-questions are presented in the table below.

Evaluation question: To what extent and in what ways has UNICEF work around the three teacher development priority clusters (teacher supply, teacher capabilities and qualifications, assessment for accountability for foundational learning outcomes of all students) been efficient, effective, coherent, relevant, and sustainable for all children with different skills levels and learning needs as well as diverse learning conditions? Have these efforts been informed by robust analyses of relevant and disaggregated evidence? Are they guided by the programme principles of child rights, gender equity, disability inclusion, intersectoral coordination and collaboration, contextualisation, results-based-management?

Note on terminology:

‘UNICEF work around the three teacher development priorities clusters’ and ‘UNICEF work’: UNICEF work around the three teacher development priority clusters (teacher supply, teacher capabilities and qualification, assessment for accountability for foundational learning outcomes of all students), as specified in the evaluation question shown above.

'Strategic frameworks': Strategic frameworks of UNICEF that are relevant to this evaluation at the global level (e.g., UNICEF Strategic Plans 2018-2021 and 2022-2025, UNICEF Education Strategy 2019-2030), regional level (e.g., UNICEF Regional Digital Learning and Transformation of Education Strategy for Europe and Central Asia) and country level (e.g., Country Programme Documents).

'Expected results' Results that have been set down in UNICEF documents (e.g., strategic frameworks and their associated results frameworks) and systems (e.g., RAM, the result-based management system).

'The organisation': UNICEF, unless specified otherwise.

Evaluation sub-questions on **policies and planning** (evaluation criterion: Relevance)

- 1a. To what extent and in what ways has UNICEF work around the three teacher development priority clusters been aligned with national priorities and national needs? (Relevance)
- 1b. To what extent and in what ways has UNICEF work around the three teacher development priority clusters been informed by robust analyses of relevant and disaggregated evidence? (Relevance)
- 1c. To what extent and in what ways has UNICEF applied its programmatic approaches to planning its work around the three teacher development priority clusters to support all children with different skills levels and learning needs and diverse learning outcomes? (Relevance)

Evaluation sub-questions on **programming results** (evaluation criteria: Effectiveness and Relevance)

- 2a. To what extent and in what ways has UNICEF achieved its expected results of its work around the three teacher development priority clusters to support all children? (Effectiveness)
- 2b. To what extent and in what ways has UNICEF work around the three teacher development priority clusters identified and responded to any unintended results? (Effectiveness)
- 2c. To what extent and in what ways has UNICEF work around the three teacher development priority clusters been able to meet the needs of all children with different skills levels and learning needs and diverse learning conditions (including through developing innovative approaches)? (Relevance)
- 2d. To what extent and in what ways has UNICEF work around the three teacher development priority clusters been informed by robust analyses of relevant and disaggregated evidence? (Relevance)
- 2e. To what extent and in what ways has UNICEF work around the three teacher development clusters contributed to improvements in gender equality, disability inclusion and reaching those furthest behind? (Effectiveness)
- 2f. To what extent and in what ways have other factors (internal and external) affected UNICEF work around the three teacher development priority clusters? (Effectiveness)
- 2g. To what extent and in what ways has UNICEF put in place adequate financial and human resources at country, regional and global levels to support its work around the three teacher development priority clusters? (Effectiveness)

Evaluation sub-questions on **internal institutional coherence** (evaluation criterion: Coherence)

- 3a. To what extent and in what ways has UNICEF work around the three teacher development priority clusters been coherent with the organisation's strategic plan and education strategy? (Coherence)
- 3b. To what extent and in what ways has UNICEF work around the three teacher development priority clusters been coherent with the organisation's Gender Action Plan and Disability Inclusion Policy and Strategy? (Coherence)
- 3c. To what extent and in what ways UNICEF work around the three teacher development priority clusters been coherent across all levels of the organisation? (Coherence)

Evaluation sub-questions on **external interagency coherence** (evaluation criterion: Coherence)

4a. To what extent and in what ways has UNICEF work around the three teacher development priority clusters (including communication and advocacy) been coherently aligned with the <u>work of other UN agencies and development partners</u> across the priority clusters? (Coherence)
4b. To what extent and in what ways has UNICEF demonstrated a <u>collaborative</u> approach to <u>data and analytics</u> with other UN agencies and development partners? (Coherence)
Evaluation sub-questions on national ownership and sustainability (evaluation criterion: Sustainability and Efficiency)
5a. To what extent and in what ways has UNICEF work around the three teacher development priority clusters created <u>conditions</u> (e.g. systems strengthening, capacity building and scale-up) <u>for sustainable results</u> ? (Efficiency)
5b. To what extent and in what ways has UNICEF work around the three teacher development priority clusters influenced <u>national priorities, policies, and/or funding allocations</u> to sustainably improve results for all children? (Sustainability)

The refinement of the original evaluation sub-questions had two objectives. First, it re-grouped the sub-questions into five ‘phases’ to strengthen the logical connections between sub-questions and facilitate the writing of the final evaluation report, ensuring its readability. Second, it standardised the use of shorter phrases (explained in the note on terminology above) to ensure consistency. In addition, priority cluster 3 has been more clearly defined; justifications are provided in the next section. The original evaluation question and sub-questions can be found on pp.17-18 of the Terms of Reference of this evaluation (in Annex F).

The refining process was informed by the evaluation team’s initial mapping and analyses of relevant documentation (e.g., Country Office Annual Reports, UNICEF Education Strategy (2019-2030) and data (e.g., UNICEF expenditure data, SDG 4.c progress data). It was also informed by inception consultations with UNICEF staff at the regional and global levels (see Annex E for a list of individuals consulted).

3. Analytical Framework

This section presents the **analytical framework** for this evaluation. The intention of developing the analytical framework is to support this evaluation’s use of a theory-based approach as well as to inform data collection and analysis.

3.1. Background

The development of the analytical framework is guided by the [UNICEF Education Strategy \(2019-2030\)](#), which has the following goals and priority areas on teachers and teaching:

UNICEF Education Strategy (2019-2030)
Goals: <ul style="list-style-type: none"> - Equitable access to learning opportunities. - Improved learning and skills development for all. - Improved learning and protection for children in emergencies and fragile contexts: (1) prevention (resilient systems), and (2) response.
Priority areas on teachers and teaching: <ol style="list-style-type: none"> 1. The size and composition of the teacher workforce, particularly given the rapid expansion of many education systems over the coming decade

2. Deployment of teachers, particularly in rural areas
3. The capability of teachers, including as supported through pre- and in-service training based on qualifications frameworks, and supportive supervision
4. Working conditions for teachers
5. Time-on task, working with teachers to maximise time spent teaching in the classroom
6. Pedagogical practice, with a particular focus on activity-based learning, teaching at the right level, gender-responsive and learner-centred pedagogies
7. Accountability for learning outcomes, including better use of formative and summative assessment, including classroom-based assessment

The seven priority areas on teachers and teaching are grouped in the Terms of Reference of this evaluation into **three priority clusters**. Priority cluster 1 on teacher supply includes priority areas 1 and 2. Priority cluster 2 on teacher capability and qualifications includes priority areas 3 to 6. Priority 3 on assessment for accountability for foundational learning outcomes includes priority area 7.

3.2. Initial Analysis of UNICEF Activities on Teachers and Teaching

In the inception phase, the evaluation team conducted an analysis of activities on teachers and teaching reported in Country Office Annual Reports (COARs) among other key documents. The intention of the exercise was to develop a typology of identified activities aligned with the seven priority areas (grouped in three priority clusters).

Priority **cluster 1** on **teacher supply** has the following activities reported in COARs:

Type of Activities	Description	Examples
Support teacher recruitment	Co-develop and support teacher recruitment processes in underserved areas.	National recruitment campaigns; expanding teacher training pipelines; teacher incentives for recruitment in vulnerable schools. Female teachers' affirmative action policies.
Improve teacher allocation and deployment	Implement strategies for equitable teacher allocation and deployment in underserved areas, including in rural and crisis-affected contexts.	Non-emergency contexts: Equitable deployment policies. Emergency contexts: Emergency teacher mobilisation, resilience-building for teachers in crisis-affected areas.
Support retention of teachers	Provide support on teacher retention in underserved areas. In some contexts, provide incentives for teachers.	Material support, career advancement, well-being measures. Financial and non-financial incentives for teaching in rural areas.
Strengthen teacher supply systems	Foster research, improve monitoring and information systems and advise on system level policies regarding teacher recruitment, retention and deployment, with a focus on equity when staffing schools.	Research on allocation (Teachers for All project by UNICEF Innocenti), policy frameworks, monitoring systems.
		Data monitoring systems for teacher shortage identification, recruitment, deployment and retention.
		Policy recommendations for teacher supply with a focus on female teachers and school leaders, indigenous teachers and teachers with disabilities.

Priority **cluster 2** on **teacher capabilities and qualifications** comprised most of the activities reported in COARs. More specifically, many activities sought to improve teachers' skills. The team consulted with UNICEF staff at global and regional levels to identify key skills of teachers to be focussed on in this evaluation. Four key skills of teachers were selected by the evaluation team; they are presented below alongside other areas of work in priority cluster 2.

Type of Activities	Description		Examples
Improve pre- and in-service teachers' skills	Co-develop and provide technical assistance to, and in some cases deliver, teacher development activities on:	Pedagogical skills	Differentiated learning; Early Grade Literacy Initiative; teacher mentoring and teacher coaching; training on multi-grade teaching; Teaching at the Right Level; training on structured pedagogy; training on competency-based education.
		Digital skills	Digital teacher continuous professional development platforms; training on digital skills/literacy in teaching and on blended learning.
		Skills to develop students' socio-emotional skills	Teacher training on mental health and psychosocial support (MHPSS) and on child protection.
		Skills to foster inclusion (Leaving No One Behind)	Gender-responsive education; disability inclusion in education; multilingual education; indigenous education; remedial education.
Increase teachers' motivation	Improve working conditions for and management systems of teachers.		Time to Teach initiative (in 21 Sub-Saharan African countries). Improved school governance by working with school leaders. Time-on-task optimisation.
Ensure teachers' readiness	Improve teachers' readiness for emergency response.		Mobile learning, remote learning during crises.
Strengthen teacher development systems	Advocate for and provide technical assistance in strengthening teacher development systems.		Evidence-based policy recommendations on teacher training policies and frameworks. For example, Structured Pedagogy Framework (in East and Southern Africa), Innocenti's research on Data Must Speak project.
			Data monitoring systems on teachers' professional development tracking systems.
			All other strategic delivery level activities that could scale up.

Priority **cluster 3** on **assessment for accountability for foundational learning outcomes of all students** has very few activities reported in COARs, although the evaluation team identified regional and global-level UNICEF efforts in this regard during the inception phase.

To better focus the evaluation, the evaluation team proposes that learning outcomes (used in the ToR within priority cluster 3) should be specified as **foundational** learning outcomes. This is because: (1) the activities reported in COARs and identified in global and regional efforts are primarily assessment of and

for foundational learning; (2) the Evaluation Office plans to conduct an evaluation of transferrable skills³ in 2025/26, and this evaluation aims to not duplicate that effort. According to the [World Bank](#), ‘foundational learning is basic literacy, numeracy, and transferable skills, that are the building blocks for a life of learning’. As mentioned above, UNICEF programmes and activities on transferrable skills will be evaluated in 2026, so this evaluation focuses on reading and mathematics. As for levels of education, this evaluation focuses on primary education – in line with how it is understood by the World Bank (in its definition of learning poverty and in the RAPID framework. It is worth noting that the evaluation does not actively exclude programmes and activities on pre-primary and secondary education as long as they are relevant; for instance, activities on increasing pre-primary teacher supply and improving capabilities of teachers in secondary schools will also be studied. The foci in place are to ensure that the evaluation is focussed, given the tight timeline and very limited resources that the evaluation team has.

It is also worth noting that priority cluster 3 was originally named ‘teacher accountability for learning outcomes’ in the ToR of this evaluation. In the inception consultations with UNICEF staff at global and regional levels, it was suggested that ‘**accountability**’ should be understood more widely to encompass a range of activities. The evaluation team adopted this suggestion and re-named the priority cluster accordingly, further taking into account the use of assessment as mentioned in the description of the corresponding priority area 7 in the UNICEF Education Strategy 2019-2030.

The refinement of priority cluster 3 to focus on assessment for accountability for foundational learning outcomes of all students allows for the study of the use of foundational learning assessment data in ensuring accountability. UNICEF accountability for learning outcomes at the global, regional and country levels will also be considered as activities in this priority cluster. This understanding is reflected in programming results of priority cluster 3 in the analytical framework.

Priority cluster 3 has the following types of activities:

Type of Activity	Description	Examples
Develop foundational learning assessment tools	Co-develop foundational learning assessment tools.	Use of UNICEF-MICS data in programming; country-level skill and learning loss assessments.
Provide teacher training on use of formative assessment of foundational learning	Co-develop and provide technical assistance to, and in some cases deliver, teacher training on assessment for foundational learning.	Formative Assessment for Quality, Inclusive Digital and Distance Learning during and beyond the COVID-19 pandemic trainer’s manual (of ECARO); training on diagnostic tools for teachers.
Strengthening systems for assessing foundational learning	Strengthen systems for assessing foundation learning.	RAPID Framework; ministry-led response plans.

³ According to the [UNICEF Global Framework on Transferrable Skills](#), there are four types of skills needed for success in school, work and life: foundational skills, transferrable skills, digital skills and job-specific skills. Foundational skills are included in priority clusters 2 and 3 of this evaluation. UNICEF efforts on developing transferrable skills will be evaluated in 2025/26. Development of digital skills of teachers is included in priority cluster 2 of this evaluation. Job-specific skills are less relevant to this evaluation and is deprioritised in the analytical framework.

3.3. Proposed Analytical Framework

Following the typology of activities presented above, the evaluation team developed the analytical framework to be used in this evaluation. As noted, the development of the analytical framework is guided by and fully aligned with the Education Strategic Framework in the UNICEF Education Strategy 2019-2030.

More specifically, the following components of the strategic framework for UNICEF education work⁴ are included verbatim in the analytical framework: problem statement, enabling input, programmatic approaches, programmatic principles and goals.

Programme activities, programme outputs and programming outcomes, as well as the links between them in the result chain, were developed based on: (a) initial analyses of relevant documentation and data; (b) inception consultations with representatives of UNICEF staff at the regional and global levels; and (c) input from the thematic experts on the evaluation team. They are neither exhaustive nor definitive; rather they are to be reviewed⁵ – with items and pathways to be added, removed and/or modified – during the remaining phases of the evaluation as the team gathers further documentation and data to support analyses.

The proposed analytical framework is depicted on the next page; a larger version of it is attached as Annex B.

The analytical framework was used in conjunction with the list of revised evaluation questions (presented in Section 1) to develop the evaluation matrix (see Annex A), which provides further information on assessment criteria for all the sub-questions as well as data collection methods and data sources needed to answer the sub-questions.

⁴ The strategic framework can be found on p.25 of the [UNICEF Education Strategy \(2019-2030\)](#) as well as on the ToR of this evaluation (included in Annexes G and H).

⁵ As required in use of the contribution analysis approach (see Section 4 of this inception note).

Goals
(adopted from UNICEF Education Strategic Framework)

Equitable access to learning opportunities Improved learning and skills for all Improved learning in emergency and fragile contexts

Programming Outcomes
(derived from analysis of COARs and inception meetings; non-exhaustive)

Teacher shortage is alleviated by increased teacher supply and improved teachers retention.
Teacher deployment becomes more equitable.

Pre- and in-service teachers' pedagogical skills, digital skills, skills to develop learners' socio-emotional skills, and skills to foster inclusion are improved.
Teachers are motivated to work, reducing teacher absenteeism.
Teachers are part of, and contribute to, resilient, responsive and inclusive education systems.
Teacher development systems are strengthened.

Results of assessments of foundational skills are used to ensure accountability for learning outcomes.
Students' foundational learning outcomes are improved.

Informed by the 7 priorities regarding teachers stated in the UNICEF Education Strategy 2019-2030, grouped by the evaluation in 3 priority clusters

Priority cluster 1: Teacher supply

Priority cluster 2: Teacher capabilities and qualifications

Priority cluster 3: Assessment for accountability for foundational learning outcomes

Programming Outputs
(derived from analysis of COARs and inception meetings; non-exhaustive)

Increased number of qualified teachers in classrooms.
Improved teacher deployment to underserved and crisis-affected areas.

Training and relevant materials (e.g., guidelines, manuals, teaching and learning materials) provided to teachers and teacher trainers.
Psychosocial support, and professional support on use of conflict- and gender-sensitive/transformational methods, provided to teachers.
Enhanced pedagogical supervision and professional support provided to teachers.
Increased numbers of teachers who received training and support, who are motivated by improved working conditions, and who feel ready to respond to emergencies.
Policy recommendations, teacher development platforms and courses, teacher professional standards and development frameworks, teacher management information systems and other elements of/for systems strengthening.

Tools for assessing foundational learning.
Training and relevant materials on assessment of and for foundational learning provided to teachers.
Better data on foundational learning outcomes to inform teaching practices.
Policy recommendations, frameworks, strategies and data and other elements of/for systems strengthening.

Programme Activities
(derived from analysis of COARs and inception meetings; non-exhaustive)

Use data to identify teacher shortage.
Provide technical assistance to teacher recruitment, retention and deployment.
Advocate for and provide assistance in strengthening teacher supply systems.

Co-develop and provide technical assistance to, and in some cases deliver, teacher development activities.
Improve working conditions for and management system of teachers.
Improve teachers' readiness for emergency response.
Advocate for and provide assistance in strengthening teacher development systems.

Co-develop foundational learning assessment tools.
Co-develop and provide assistance to, and in some cases deliver, teacher training on assessment of and for foundational learning.
Advocate for and provide assistance in strengthening systems for assessing foundational learning.

Programmatic principles
(adopted from UNICEF Education Strategic Framework)

Children's rights Equity and inclusion Intersectoral approaches Contextualisation Results-based management

Programmatic approaches
(adopted from UNICEF Education Strategic Framework)

Systems strengthening Data and evidence Innovation Communication and advocacy Community engagement Service delivery

Enabling inputs
(adopted from UNICEF Education Strategic Framework)

Financial resources Partnerships Human Resources

Problem statements
(adopted from UNICEF Education Strategic Framework)

Inequitable access to education The learning crisis Humanitarian crisis

Figure 1 Evaluation analytical framework

3.4. Possible Focus Areas and Organisational Priorities

Several focus areas and organisational priorities emerged during the inception phase from initial documentation review and inception consultations between the evaluation team and UNICEF staff at the regional and global levels.

The focus areas and priorities are not intended or expected to widen the scope of the evaluation. Rather they serve to further focus data collection and analysis in response to the evaluation questions. This is reflected in: (a) selection of focus countries (see Section 4.3); and (b) the design of the evaluation matrix (presented in Annex A), which included emerging priorities in its assessment criteria. Identified lines of inquiry will continue to be developed and adjusted during data collection and analysis.

The five possible focus areas and organisational priorities, and their descriptions, are provided below:

Systems Strengthening	Explore the extent to which and ways in which programmes have engaged with teacher development systems (e.g., development of teacher professional standards, training of master trainers, curriculum developed for the new teacher training institute). This priority for exploration is in line with one of six programmatic approaches of UNICEF Education Strategy 2019-2030.
Equity and Inclusion	Explore the extent to which and ways in which teacher development initiatives have focused on gender equality (in line with UNICEF Gender Action Plan 2022-2025) and disability inclusion (in line with UNICEF Disability and Inclusion Policy and Strategy 2022-2030) as well as other aspects of inclusion (e.g. remoteness, language) in line with the principles of Leaving No One Behind. This priority for exploration is in line with one of six programmatic approaches of UNICEF Education Strategy 2019-2030.
Digital Technology	Explore the ways in which digital technology has been used in teacher development approaches with a focus on initiatives and innovations beyond the COVID-19 response. This includes development of digital teaching development platforms and teacher training on using digital technology in teaching and learning.
Scalability	Explore the extent to which and ways in which teacher development initiatives prioritise the scale-up of solutions that have shown results. Scaling up solutions that work is distinct from initiatives that are ‘ad-hoc demonstrations’ or designed to test ‘proof of concept’.
Collaboration	Explore the extent to which and ways in which UNICEF work toward teacher development is undertaken collaboratively with key stakeholders within and outside the UN system to strengthen approaches and advocacy. Collaboration is understood in the evaluation beyond programme activities, and it includes collaborative use of data and evidence as well as leveraging collaborators’ capacities and capabilities.

4. Evaluation Approach and Methodology

4.1. Evaluation Approaches

The evaluation employs a **utilisation-focused approach** that is designed and implemented to maximise the utilisation of its findings. It also uses a **participatory approach** whereby the evaluation team will ensure continued engagement with key intended users of the evaluation to support ownership and usability of the evaluation with a focus on users' needs for decision making. In the inception phase, the evaluation team met with representatives of all the seven regional offices of UNICEF as well as key informants at headquarters to better understand their needs. Priorities raised in these meetings, noted in Section 3.2 and 3.4, will be used to further focus data collection and analysis.

The evaluation uses a **theory-based approach** combined with **contribution analysis** (also see Section 4.2.2) to support a systematic approach to understanding the extent to which and ways in which programme activities have contributed to programming results. The approach will be guided by the analytical framework to demonstrate and elaborate on relationships and connectivity between elements of UNICEF work on the three teacher development priorities (see Section 3).

Throughout its remaining phases, the evaluation will continue to adhere to the participatory approach as key elements in **quality assurance** that will include regular scheduled consultations within the evaluation team as well as between the team and the Evaluation Manager. The team leader will provide internal quality assurance oversight to the team through review of all deliverables. In addition, the evaluation team will be overseen and supported by the Evaluation Reference Group to ensure the rigour and relevance of findings and analyses at key junctures throughout the evaluation process.

4.2. Evaluation Methodology

4.2.1. Data Collection

The evaluation will use a **mixed methods approach** to collect qualitative and quantitative data to inform analysis. Data will be collected and evidence will be generated with the aim to answer the evaluation questions, with which the evaluation analytical framework is aligned.

The evaluation will draw on **secondary resources** that will include internal UNICEF documentation on results and resource allocations as well as externally generated data that provide country, regional and global perspectives on evaluation priority areas. The evaluation will generate **primary data** collected through various methodological approaches as detailed below including key informant interviews, focus group discussions and online surveys.

Data collection will draw on global evidence as well as more granular data from a purposive sample of 17 focus countries, including 5 in-person focus countries wherein the evaluation team will collect data in-person. See Section 4.3 for overview of country selection criteria.

Data collection in the focus countries will be supported by short country summaries (2-3 pages) that collate available secondary data overviews to inform primary data collection. Primary data collection will be conducted in-person by two members of the evaluation team over short missions (4-5 days) in the 5 in-person focus countries. Data collection for the remaining 15 focus countries will be gathered remotely (see below for further elaboration).

4.2.1.1. Document Review

Document review has been undertaken during the inception phase and will continue and expand during the data collection and analysis phase to include a broad scope of internal and external secondary evidence. Examples of key strategic and analytical documents at global, regional and country levels that will inform the evaluation include:

Strategic and Planning Documents

- 2022-2025 UNICEF Strategic Plan (including results framework)
- 2019-2030 UNICEF Education Strategy (including results framework)
- 2022-2025 UNICEF Gender Action Plan (including results framework)
- 2022-2030 UNICEF Disability Inclusion Policy and Strategy (including results framework)
- UNICEF Country Programme Documents (CPDs)
- UNICEF Country Office Annual Work Plans (AWPs)
- National development plans, to assess the coherence and alignment with government partners
- Country UNSDCF, to assess the coherence and alignment with other UN and development agencies
- Regional planning and strategic education documents

Analytical Documents

- UNICEF Country Office Annual Reports (COARs)
- UNICEF country, regional, global thematic assessments
- UNICEF country-level context or situation analysis reports
- Relevant UNICEF global, regional, and country thematic documents
- Relevant UNICEF global, regional, country evaluation reports
- Relevant UNICEF global, regional, country research reports
- Relevant external documentation such as research reports and analytical documents

Alongside wider reviews, a targeted sub-set of the above documents not readily available to the evaluation team will be **gathered** from the **17 focus countries** to allow for more in-depth analysis. Select documents covering 2021 to 2023 include:

- Programme documents that cover teacher development activities
- Education sector plans
- Annual work plans (AWPs)
- Evaluation reports of programmes that cover teacher development activities

Reviews will facilitate the team to identify the extent and types of UNICEF support to teacher development across the three priority clusters (elaborated on in Section 3.3) with attention paid to identifying good practices around the focus areas and organisational priorities (presented in Section 3.4).

4.2.1.2. Semi-Structured Key Informant Interviews, Focus Group Discussions and Observations

The evaluation team will carry out **semi-structured key informant interviews** with stakeholders at global, regional and country (focus countries) levels guided by the evaluation matrix, analytical framework and the tools outlined in Annex B. Lasting 45-60 minutes, interviews will serve to elaborate on the evaluation evidence gathered through the document and data reviews. Information from key informant interviews (in-

person and remote) will deepen understanding of the perspectives from key stakeholders (both internal and external) and provide greater nuance to findings. In addition, qualitative information will be gathered on challenges, gaps and needs, as well as new or innovative areas of work.

The Evaluation Manager, with support and advice from Regional Office focal staff, will engage with focus Country Offices to coordinate and to schedule interviews and in-person visits. There will be one focal person for each focus Country Offices to facilitate communication. The Evaluation Team will coordinate with the nominated CO focal people to request feedback on country stakeholder mapping and schedule key informant interviews. Global and regional level interviews with internal and external stakeholders will be arranged by the Evaluation Team with support from the Evaluation Manager.

All key informant interviews – both in-person and online – will be anonymous⁶. Participation in data collection is voluntary; participants will be informed of their rights and use of collected data before the start of the interviews. In the final evaluation report and other deliverables, the report of anything shared in interviews will not be associated with the names and titles of the interviewees.

Focus group discussions will be held in the five in-person focus countries with **teachers** who have received support from UNICEF. The focus group discussions are to help identify and assess their perceived met and unmet needs toward teaching all children (e.g., girls, boys, children with disabilities, linguistic minorities, children with diverse learning needs, children in emergency and rural settings). The discussions will last one hour. Participant names will not be recorded, and participants will not be identifiable in the final evaluation report and other deliverables. Focus group discussions will be conducted in official languages of the in-person focus countries with interpretation services arranged by Country Offices where required. Invitations to teachers will be sent by Country Offices⁷. Participation in data collection will be voluntary and participants will be informed of their rights and use of data collected.

The views of all key informants and focus group discussants will mostly be aggregated when being reported in evaluation deliverables. Quotes may be used without names associated.

The following internal and external stakeholders will be targeted for interviews or focus group discussions:

UNICEF Internal Stakeholders

- UNICEF staff from Education Sector (HQ, ROs, 17 focus countries)
- UNICEF staff collaborating on inter-sectoral education efforts (HQ, ROs, 5 in-person focus countries)
- UNICEF staff/focal points for gender equality and disability inclusion (HQ, ROs, 5 in-person focus countries)

External stakeholders

- Partners from other UN agencies and joint initiatives, such as UNESCO.
- Partners from development agencies, such as the World Bank
- Development partners (donors) and focal points from relevant global, regional and country level partnerships

⁶ A list of interviewees will be provided in an annex to the final evaluation report. Anonymity here means that anything shared in interviews will not be associated with the names and titles of the interviewees.

⁷ Since UNICEF Country Offices will be involved in arranging the focus group discussions, the identities of the teachers will be known to UNICEF Country Office staff.

- Focal points from government partners (17 focus countries)
- Focal points from CSO or other implementing partners (17 focus countries)
- Teachers who have received support from UNICEF (5 in-person focus countries)

Observations will be conducted in the five in-person focus countries. Where possible, the evaluation team will visit venues of teacher development activities, such as teach training institutes. These observations will be arranged by Country Offices. The evaluation team does not expect any observation of children; if observation takes place incidentally, the evaluation team will not take any notes on children present. No photos or videos of children will be taken, while those of adults will only be taken with verbal consent sought from them in advance.

An overview of the primary data collection in the focus countries is presented below.

Primary Data Collection – Focus Countries	
In-Person Focus Countries	Other Focus Countries (Online)
<ul style="list-style-type: none"> ○ Interviews with COs staff (Education Section, ADAP and other relevant sections) ○ Interviews with CO gender and disability focal points ○ Interviews with government representatives from MoE⁸, local authorities and/or teacher training institutes ○ Interviews with representatives of implementing partners (max. 2 per country) ○ Focus group discussions with teachers who participated in UNICEF-supported activities (max. 4 groups per country) ○ Observations (where possible) of teacher training facilities and schools where teachers participated in UNICEF-supported activities 	<ul style="list-style-type: none"> ○ Interviews with COs staff (education section and other relevant sections depending on analysis) (max. 1 per country) ○ Interviews with government representatives from MoE and/or teacher training institutes (max. 2 per country) ○ Interviews with implementing partners (max. 1 per country)

4.2.1.3. Online Survey

The evaluation team will design and distribute an **online survey** globally to UNICEF CO Chiefs of **Education** for broader distribution within the education section and other sections as relevant. The survey will be designed after the completion of the initial stage of data collection to allow the evaluation team to draw on preliminary findings to better focus questions in the survey. The survey will offer an opportunity for COs to share their perceptions aligned to select evaluation sub-questions. It will also expand the evaluation evidence base, as it will be distributed to all UNICEF countries (except for the five in-person focus countries). The distribution will be facilitated by Country Office M&E personnel in line with UNICEF protocols.

The survey will be brief (**10-15 minutes** maximum completion time) and will include mixed methods with mandatory multiple-choice questions and optional open-ended response fields. Respondent information will be **anonymised**.

The survey will be open for two weeks, with one reminder sent at the mid-point. Data generated will be used to supplement and triangulate other sources of information. Although there is no target participation

⁸ Interviews with representatives of departments/units responsible for teacher supply and deployment will be proposed to COs that have had relevant activities.

rate, a confidence interval will be calculated from the sample size following the close of the survey to assess the reliability of the findings.

4.2.2. Data Analysis

Data collected and generated in this evaluation will be analysed using the approach of **contribution analysis** guided by the analytical framework (presented in Section 3.3 and Annex B), which illustrates possible result chains⁹ between inputs, activities, outputs, outcomes and goals. Collected data will be analysed to assess the strength of the links in the result chain and build an understanding of why and how the observed results were achieved (or not).

The advantages of this approach are that: (a) it can be used to make causal inferences when experimental and quasi-experimental designs are not possible; (b) it explores why and how an intervention has influenced change; (c) it addresses cases where there are numerous causal factors at work by assessing contributory cases leading to credible contribution claims. The conclusion of a contribution analysis is not necessarily a definitive proof, rather it provides evidence of a line of reasoning that the programme (in this case the activities on teacher development and learning outcomes) has contributed to its observed results.

Qualitative and quantitative evidence from primary and secondary sources will be combined to allow for **triangulation** to validate findings and assess strength of evidence. Data will be used to inform both objectives of the evaluation: to assess UNICEF efforts around teacher development and assessment for accountability for foundational learning outcomes; and to identify and disseminate good practices and policy lessons around specific thematic components of teacher development and learning outcomes.

Results from primary qualitative data collection (i.e., interviews, focus group discussions, observations and surveys) will be reported and **coded** into shared spreadsheets organised by key evaluation priorities and focus areas to allow the team to collate and analyse information by respondent group and by evaluation sub-questions. The spreadsheets will only be available to the evaluation team and the Evaluation Manager. All data will be saved in password-protected devices and cloud services. Focus country summaries will be expanded (5-8 pages) following the close of data collection to document evidence and analysis related to each evaluation question as outlined in the evaluation matrix (presented in Annex A). The country summaries will be for the evaluation team's internal use to develop the final evaluation report to ensure that the analysis of various sources of data is structured and systematic.

4.2.2.1. Quantitative Data Analysis

The evaluation will draw upon various **internal and external resources** to assess **quantitative data** relative to the evaluation question and sub-questions. Quantitative internal data will be utilised to offer global overviews of programmatic approaches around three priority areas, human resource designations, financial allocations and partnerships. Analysis of internal UNICEF data will draw on the Results Assessment Module (RAM) for information on results, resources and partnerships together with human resources database to understand staff levels supporting the education sector and CSI indications of teacher development (mainly CSI 2.2.1). Data will be utilised to validate and triangulate primary collected data as well as to test for external validity.

⁹ As presented in COARs and other UNICEF documentation and data, which were analysed and then incorporated into the design of the analytical framework during the inception phase.

External secondary data from official sources on teacher or teaching policies and learning outcomes will be utilised to assess country status and global/regional patterns as well as, to the extent possible, UNICEF contribution and result progress on outcome and impact level results. Key resources will include: SDG tracking data for SDG 4.c; World Bank (learning poverty); PISA (limited countries), UNESCO’s statistics on teachers’ compensation and UIS-UNESCO data on trained teacher, pupil-teacher ratios. Data of other regional assessments such as LLECE (for Latin America), SACMEQ and PASEC (for Africa), SEA-PLM and SAAA (for Asia Pacific), TIMSS Regional, PISA-D (for Middle East) and Eurydice Network, PISA Regional Reports (for Europe and OECD countries) will also be considered. The evaluation will also review the survey conducted by UNESCO-UNICEF-World Bank-OECD on national education responses to COVID-19 to offer baseline estimates on teachers that includes teacher and education personnel, gaps to reach adequate teacher supply; changes in teacher payment and benefits; recruitment efforts; teacher training for remote teaching and learning; and learning assessment and examinations – changes in modalities of national examinations).

Publicly available administrative data on teachers and teaching as well as learning outcomes for foundational skills will be utilised to deepen understanding of focus country contexts, including official education administrative data and government databases and reports. Data collection for in-person focus countries will include (where available): (1) national statistics, standardised test results, education strategy/policies; (2) UNICEF-MICS data and other country-level education data gathered by UN entities and development partners; (3) national data on education and foundational learning outcomes. The evaluation team will also glean insights from government databases on education policies focusing on teachers and teaching as well as learning outcomes for focus countries. Where data are available, the evaluation team will seek to perform statistical analysis to provide a more holistic understanding of UNICEF contributions on teachers’ development and assessment of foundational skills for teachers’ accountability for learning outcomes.

4.2.2.2. Artificial-Intelligence-Assisted Analyses of Evaluations and Other Texts

Given the complexity of the thematic area of assessment and the large number of documents, the evaluation will utilise AI-assisted tools to analyse evaluation and research reports as well as other texts (e.g., CPDs and COARs excerpts). The use of artificial intelligence will be closely supervised by thematic experts on the evaluation team, who will also inform and validate the findings of the AI-assisted analyses.

AI-assisted tools, such as Natural Language Processing (NLP) and text mining, will be used extract key excerpts from CPDs, COARs and completed evaluation and research reports on teacher development. These tools will facilitate topic modelling¹⁰ and sentiment analysis¹¹, identifying common themes and trends across various evaluation and research reports and other texts. This will be followed by a deeper analysis on a subset of documents, focusing on key aspects including programme priorities, funding allocations, results data and specific programmatic approaches such as system strengthening, data and evidence, innovations and community engagement.

The evaluation team will also utilise AI to examine enabling inputs like financial resources, partnerships and human resources, allowing for broader synthesis and analyses of trends across different country

¹⁰ Topic modeling is a machine learning and natural language processing technique that uses statistical algorithms to automatically identify themes in a collection of documents. It is a type of unsupervised learning, meaning it does not require predefined tags or training data.

¹¹ AI-based sentiment analysis is a text analytics technique that uses artificial intelligence (AI) to determine the emotional tone of a message.

contexts and teacher development programming, thereby providing a more comprehensive understanding of findings within the scope of this evaluation.

4.2.3. Ethical Considerations

This evaluation will be conducted in accordance with: UNICEF Procedure on Ethical Standards in Research, Evaluation, Data Collection and Analysis; UNEG’s Ethical Guidelines for Evaluations; UNEG’s Code of Conduct for Evaluations in the UN System, and UNEG’s Guidance on Human Rights and Gender Equality in Evaluation. Team members have completed training prior to the start of the evaluation on ethical guidelines and protection from sexual harassment, exploitation and abuse. Consistent with ethical norms, standards and guidance, the evaluation process will ensure respect for the rights of individuals and institutions as well as respect for cultural identities and sensitivities.

Even though this evaluation does not include any participants under the age of 18, an ethical review is needed following the updated guidelines of the Evaluation Office. The ethical review will be conducted by an external ethical review board. This inception note and its annexes (including data collection instruments) will be shared with the board by the end of the inception phase (expected to be January 2025).

Regarding the use of artificial intelligence, the overall approach of human-AI collaboration will be employed. The approach combines ethical AI use for high quality and credible analysis with human expertise to provide a more nuanced understanding. The approach aims to analyse reports and other texts efficiently and accurately while adhering to ethical standards, rigorous security, privacy and transparency. It also includes safeguards against potential AI risks such as hallucination, biases and potential inaccuracies.

Phase	In-Person Focus Countries (n=5)	Other Focus Countries (n<=15)	Other Countries
Secondary Data Collection	<ul style="list-style-type: none"> ○ Values of selected UNICEF and external indicators on the ‘country matrix’ (see section 4.2.3) ○ Reports of evaluations of relevant programmes supported/implemented by UNICEF and UN entities on teacher development ○ Reports of relevant research commissioned/conducted by UNICEF, UN entities and development partners 		N/A
	<ul style="list-style-type: none"> ○ Country- and programme-level documents and data (a list of which to be requested from COs is provided in section 4.2.1 of this document) ○ RAM (results-based management system) data including narrative reports (to be first piloted for the 5 in-person focus countries, if possible, then rolled out to focus countries) 		
	<ul style="list-style-type: none"> ○ National statistics, standardised test results, education strategy/policies. ○ UNICEF-MICS data and other country-level education data gathered by UN entities and development partners ○ National data on education and foundational learning outcomes 		N/A
Secondary Data Analysis Outputs	<ul style="list-style-type: none"> ○ ‘Country matrix’, which provides an overview of values of selected UNICEF and external indicators (see section 4.2.3 of this document on the ‘country matrix’) 		
	<ul style="list-style-type: none"> ○ Short country summaries (1 per country of 2-3 pages; for evaluation team’s internal use) ○ Summary of AI-assisted analysis of reports of evaluations of relevant programmes supported/implemented by UNICEF and UN entities on teacher development 		N/A
Primary Data Collection (see Annexes B1 and B2 for the data collection instruments)	<ul style="list-style-type: none"> ○ Online interviews with UNICEF HQ, ROs & COs, other UN agencies, donors, development partners 		
	(Suggested length of visit: 4 to 5 days; 2 evaluation team members) <ul style="list-style-type: none"> ○ In-person interviews with COs staff (Education Section, ADAP and other relevant sections – est. 6-7 stakeholders) ○ Interviews with gender and disability focal points ○ In-person interviews with government representatives preferably from MoE and local authorities and/or teacher training institutes ○ In-person interviews with representatives of implementing partners (max. 2 per country) ○ Focus group discussions with teachers who participated in UNICEF-supported activities (max. 4 focus groups per country) ○ Observations, preferably of teacher training facilities and schools where teachers participated in UNICEF-supported activities (where possible) 	<ul style="list-style-type: none"> ○ Online interviews with COs staff (education section, and other relevant sections depending on analysis) (max. 1 per country) ○ Online interviews with government representatives preferably from MoE and/or teacher training institutes (max. 2 per country) ○ Online interviews with implementing partners (max. 1 per country) 	N/A
	N/A		
Primary Data Analysis Outputs	<ul style="list-style-type: none"> ○ Debriefing presentation, with slide decks, of initial findings to COs 		N/A
	<ul style="list-style-type: none"> ○ Summaries of interviews and focus group discussions collected (mapped on an analysis sheet; for evaluation team’s internal use) ○ Revised short country summaries (1 per country of 5-8 pages; for evaluation team’s internal use) 		N/A
Evaluation Deliverables	(All evaluation deliverables employ mixed-methods analysis described in Section 4.1.1.2) <ul style="list-style-type: none"> ○ Global evaluation report (~60 pages) ○ Presentation, with a slide deck, to UNICEF HQ ○ Policy brief (5 pages) and good practice note (5 pages) 		

4.3. Selection Process and Criteria to Identify Participating Countries

The evaluation team conducted a comprehensive assessment of both quantitative and qualitative data from 133 countries to guide the selection of focus countries. This assessment was supported by a thorough compilation of the following key data:

- **Socio-economic indicators:** Including population size, income level, classification of humanitarian contexts (L2 and L3), and identification of Small Island Developing States (SIDS).
- **SDG targets on teachers:** Focusing on SDG target 4.C, with specific attention to indicators 4.c.1 (proportion of teachers with the minimum required qualifications in primary education), 4.c.4 (pupil-qualified teacher ratio in primary education), 4.c.6 (teacher attrition rate from pre-primary education), and 4.c.7 (proportion of teachers in primary education who received in-service training in the last 12 months).
- **Learning indicators:** Such as learning poverty as measured by the World Bank and the gender parity index for primary school enrolment.
- **Global education partnerships:** Presence of major global education initiatives, particularly the Global Partnership for Education and Education Cannot Wait.
- **Quantitative analysis of COARs and CPDs:** A count of Country Office Annual Reports (COARs) and Country Programme Documents (CPD) teacher training and supply keyword mentions, with relevant excerpts for further contextual analysis.
- **Granular budget analysis:** Examination of Country Office budget allocations for nine Specific Intervention Codes (SICs) related to teacher training interventions, including an analysis of the percentage of funding allocated to teacher training in relation to the overall CPD education budget.
- **UNICEF staffing review:** Review of UNICEF education and ADAP section staffing sizes.
- **Quantitative profiling of relevant CSIs:** Profiling of CSI 2.2.1 on teacher development and teaching.
- **Qualitative analysis of CSI open-ended responses:** Review of qualitative responses to CSI 2.2.1 from Country Offices, detailing teacher training interventions conducted in 2023.

Upon reviewing all compiled data, the evaluation team employed a purposive country sampling process which emphasised coverage of countries where UNICEF programmatic work is directly relevant to the thematic scope of the evaluation and where the prevalence of issues assessed in the evaluation is significant. The team prioritised various criteria in the selection process including regional representation and ensuring a diverse mix of countries with varying levels of need for teacher supply and development interventions. The selection also considered diversity in programming (activities) and differences in the size of funding envelopes for teacher training, as captured by budget allocations, CSI qualitative responses and a preliminary review of COARs.

Additionally, the evaluation team considered the Regional Offices' suggestions for country selection when refining the final sample, as mentioned in consultation meetings. Consultations with key stakeholders at both regional and global levels also identified challenges related to inconsistencies in expenditure coding and limitations in annual reporting formats, including restricted word counts. Stakeholders emphasised the importance of triangulating the data with other evidence sources, such as document reviews and key informant interviews (KIIs), to enable robust analysis.

A total of **26 countries have been shortlisted** for in-depth analysis, with the aim of **having a final sample of 17 focus countries**. The table on the next page presents the 26 shortlisted countries, **highlighting those marked in bold as five proposed countries for in-person data collection**, while the remaining countries are categorised as focus countries to be assessed remotely. The complete dataset, including all previously

mentioned indicators, has been provided to the Evaluation Manager and is available upon request. The table on the next page presents a summarised version of the full dataset, showcasing some of the most relevant variables that guided the evaluation team's purposive country sampling process.

Table 1 Overview of shortlisted countries

Country	Region	Income Level ¹²	SIDS ¹³	Emergency Context ¹⁴	LP ¹⁵	Regional of Global Education Initiatives ¹⁶	SDG 4.C.1 ¹⁷	% of CPD-Education funding going to TT ¹⁸	COAR Mentions of Teacher Training-Supply ¹⁹	UNICEF Staff in Education Section	CSI 2.2.1 ²⁰
Cambodia	EAPR	LMI			90	GPE	100.0	28%	14	9	2.3
Mongolia	EAPR	UMI				GPE	98.1	8%	6	3	2.2
Serbia	ECAR	UMI			9			47%	11	3	2.3
Ethiopia	ESAR	Low		✓	95	ECW, GPE	95.0	3%	6	31	
Madagascar	ESAR	Low		✓	95	ECW, GPE	15.3	13%	8	16	
Rwanda	ESAR	Low		✓		GPE	67.9	75%	23	8	
Argentina	LACR	UMI			59			28%	2	4	
Dominican Republic	LACR	UMI	✓		78		100.0	42%	8	2	
Jamaica	LACR	UMI	✓				94.7	6%	14	1	3.3
Jordan	MENA	LMI			62	GPE	100.0	11%	13	6	1.7
Tunisia	MENA	LMI				GPE	100.0	2%	13	5	
Yemen	MENA	Low		✓		ECW, GPE		1%	20	18	1.6
Bangladesh	SAR	LMI			51		77.3	6%	11	27	1.9
Sri Lanka²¹	SAR	LMI				GPE	86.8	9%	14	5	
Côte d'Ivoire	WCAR	LMI		✓	80		100	4%	9	8	1.7
Ghana	WCAR	LMI		✓			65.5	21%	9	6	
Mali	WCAR	Low		✓		GPE	37.4	11%	9	15	2.1

¹² Income level as classified by the World Bank. LMI: Lower-Middle Income, UMI: Upper-Middle Income

¹³ SIDS – Small Island Developing States.

¹⁴ Both current (December 2024) and past (between 2021 and 2023) emergency statuses of L2 and L3 classified by UNICEF.

¹⁵ Learning Poverty as measured by the World Bank, latest available year.

¹⁶ GPE – Global Partnership for Education, ECW – Education Cannot Wait

¹⁷ Proportion of teachers with the minimum required qualifications in primary education, both sexes (%), UIS- UNESCO, latest available year

¹⁸ Percentage of Country Program Document (CPD) budget for education going to teacher training interventions classified under relevant SIC codes, 2021-2023. This is a proxy indicator for the level of activities relevant to this evaluation taken place.

¹⁹ Amount of times teacher training and supply key words appear in 2021-2023 COARs. This is a proxy indicator for the level of activities relevant to this evaluation taken place.

²⁰ Teacher Development Dimension, assesses country needs (1 lowest, 4 highest)

²¹ An expanded methodological approach will be employed in Sri Lanka as one of the five in-person focus countries to address CO needs.

To further characterise and validate the countries selected, the team developed three indicators: (1) needs for teacher supply and development, (2) activities related to teacher supply and development, and (3) funding destined to teacher development. The needs indicator was constructed with SDG target indicators and learning poverty indicators by the WB, similarly activities and funding indicators were developed with internal datasets and the analysis of COARs, CPDs and CSIs. **Annex C** presents the methodology and results of the constructed indicators for the shortlisted countries, along with a brief description of the teacher development programmes identified in the CSI qualitative responses.

The needs, activities and funding indicators developed help to provide insight on the state of teacher supply and development at the global level. The figure below describes the relationship between activities of teacher supply and development (Y-axis as an independent variable, where 1 means high activities) and needs for teacher supply and development activities (X-axis, dependent variable, where 1 means needs covered and 0 means needs uncovered) and; funding (colour and size of bubble or “X” as a determinant of the percentage of funding allocated to teacher development in relation to the total education budget of each country office between 2021 and 2023).

For example, Madagascar, Mali and Bosnia and Herzegovina have few teacher development needs covered (closer to 0) while having an intermediate level of activity. On the other hand, Cuba appears to have a high level of teacher development activities reported with most of its teacher development needs covered (in other words, high activities level and low needs level). Similarly, Turkey and Rwanda appear to have the biggest size bubble (or X) which means that they have the highest budget percentage destined to teacher development from their education budgets.

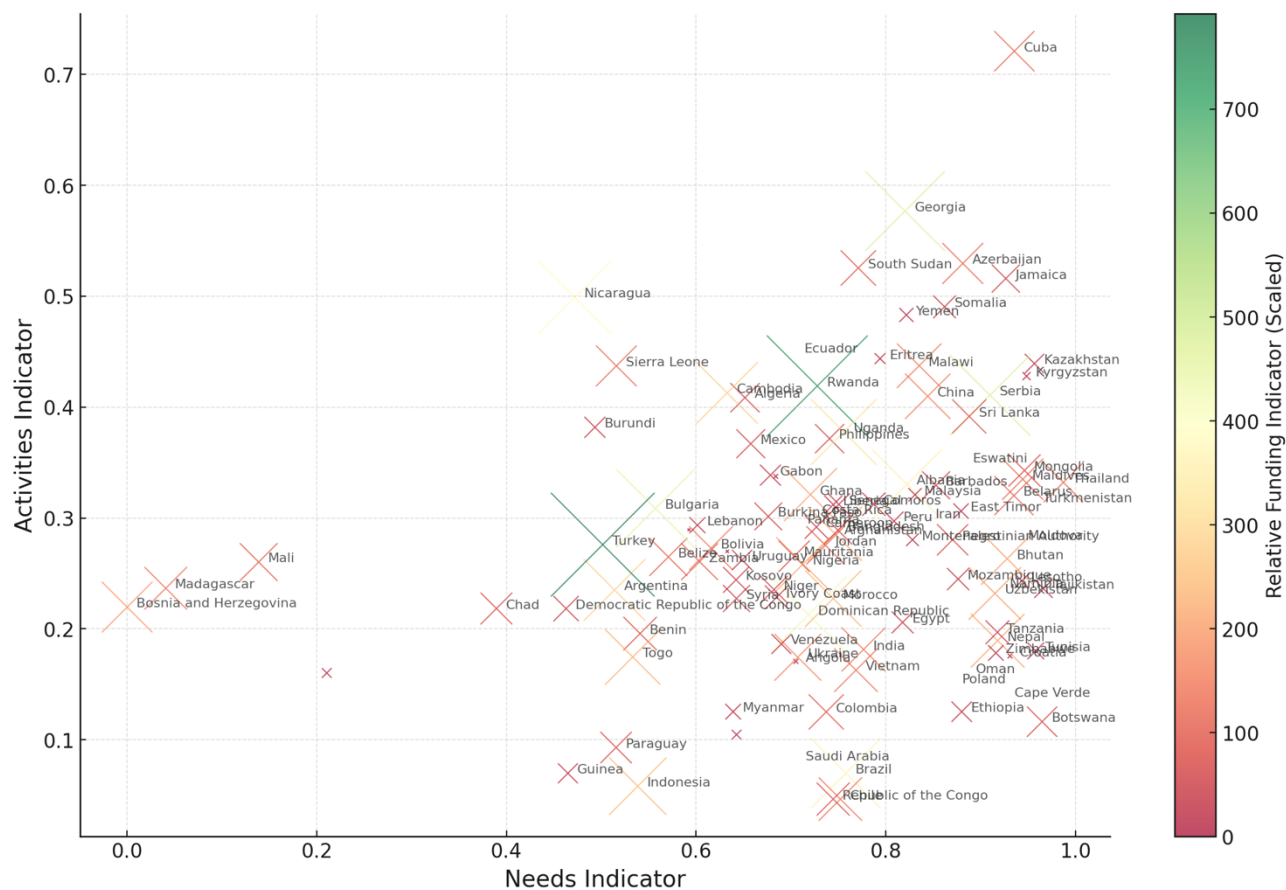


Figure 2 Global level: Needs for, activities of and funding on teacher supply and development activities based on analyses of COARs, CPDs and CSIs, expenditure data and other internal and external data sources (2021-2023)

5. Evaluation Work Plan

The time available for completion of the evaluation is limited. The workplan is compressed to accommodate fixed timelines for completion by mid-2025. Achieving workplan milestones will be contingent on close cooperation between the evaluation team and the Evaluation Manager as well as timely responses and collaboration from stakeholders within UNICEF.

Please find the key tasks/milestones and their estimated completion date below. A detailed workplan with tasks adopted from the ToR of the evaluation is in Annex D.

Phase	Key Task/Milestone	Estimated Completion
Inception	Conduct inception consultations	Completed
	Submit zero draft inception report to Evaluation Manager (EM)	Completed
	EM circulates draft inception report to Evaluation Reference Group (ERG)	23 December 2024
	Present overview of evaluation to ERG	14 January 2025
	ERG comments on inception report	16 January 2025
	Revise and finalise inception report	26 January 2025
Data collection	Collect documents and data from 17 focus countries	31 January 2025
	Conduct key informant interviews with COs of the 15 (remote) focus countries	28 February 2025
	Conduct country visits to 5 countries and present end-of-visit findings to the 5 corresponding Country Offices	15 March 2025
Data analysis & reporting	Conduct evaluation team workshop to develop draft findings and conclusions	4 April 2025
	Submit draft evaluation report to Evaluation Manager	30 April 2025
	Submit policy brief and good practice notes to Evaluation Manager	7 May 2025
	EM circulates draft inception report to ERG	9 May 2025
	ERG comments on draft evaluation report, policy brief and good practice notes	23 May 2025
	Submit final report, policy brief and good practice notes	30 May 2025

6. List of Annexes

Please see attached documents for annexes. The annexes are:

Annex A: Evaluation matrix

Annex B: Evaluation analytical framework

Annex C: Characterisation of needs, funding and activities of shortlisted countries

Annex D: Data collection tools (guidelines for key informant interviews in D1 and guidelines for focus group discussions with teachers in D2)

Annex E: List of inception consultations conducted

Annex F: Detailed workplan (Gantt chart)

Annex G: Terms of Reference of this evaluation

Annex H: Evaluation summary note based on the Terms of Reference with an updated timeline