

**Terms of Reference for the Evaluation of the Enhancing Education for
Forcedly Displaced and Host Community Children in a Protective, Climate
Resilient and Gender-Sensitive Approach in Benishangul Gumuz Region**

Summary

Type of Contract	Consultant Contract	Individual Contractor	International Institutional Contract	LTA
Evaluation Title	Evaluation of the Enhancing Education for Forcedly Displaced and Host Community Children in a Protective, Climate Resilient and Gender-Sensitive Approach in Benishangul Gumuz Region			
Evaluation Purpose	The two-pronged purpose recommended by the UNICEF evaluation policy 2023, learning and accountability, will be applicable in this evaluation. Primarily the learning purpose will enable the project to assess its performance, results delivered to children, and its variance from pre-set objectives. Additionally, as an independent, impartial insight on the work undertaken in this project, the evaluation will provide key stakeholders including donors, government entities and beneficiaries, valuable evidence as to results delivered for children, serving as an accountability tool.			
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Duration	3 years			
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Reporting to	Evaluation Manager			
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Activity	Evaluation - 1410/A0/07/006/001/006			
Type	<input checked="" type="checkbox"/> Evaluation (an assessment of an on-going or completed project, programme or policy)			

Date preparation of TOR	of April 2025
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1 Background

1.1 Global Context of Education Amongst FDCs

During the past three decades, access to education has improved across the world, contributing to upholding people's rights and advancing social, political and economic development. However, the COVID-19 pandemic had an enormous negative impact on education in low- and middle-income countries, exacerbated by existing and new conflicts, climate change and, more recently, inflation and food insecurity. This leaves education-related goals and targets of the 2030 Agenda severely off track and risks leaving children and young people very poorly equipped to navigate uncertain futures.

Based on ECW's estimates released in June 2023, armed conflicts, forced displacement, climate change and other crises have increased the number of crisis-impacted children in need of urgent quality education to 224 million. About 72 million of the crisis-impacted children in the world are out of school. Of these out-of-school children, 53% are girls, 17% have functional difficulties, and 21% (approximately 15 million) have been forcibly displaced. Around half of all out-of-school children in emergencies are concentrated in only eight countries, one of which is Ethiopia¹. 127 million in-school children are not achieving the minimum proficiencies as outlined in SDG 4. Gender disparities in education access become more pronounced in secondary education. Finally, there are several demonstrated correlations between exposure to risks related to climate change and access and quality of education. Approximately 83% of out-of-school children, and approximately 75% of in-school children facing learning deprivation, live in countries with a Climate Change Risk Index higher than the global median value (UNICEF Climate Change Risk Index (CCRI)). Between 2022 and 2023, the number of crisis-affected children of school age has increased by 25 million, i.e. a 12.5% increase, driven by a combination of conflict and extreme natural events like droughts and floods, the causes and effects of which have been exacerbated by climate change.²

¹ Other seven countries are: Pakistan, Afghanistan, Sudan, Democratic Republic of the Congo, Myanmar, Mali and Nigeria

² [Education cannot wait, 2023](#)

1.2 Country Context

Ethiopia, located in the horn of Africa, has the second largest population in the continent. The nation is characterised by a large number of ethnic groups with diverse languages, culture and lifestyles. In relation to its geographic composition, the 14 regions and administrative cities face varying climatic risks, from the highlands in the northern and central parts to the lowlands in the east and west, often facing drought and flooding. As 2025 starts, Ethiopia is returning to normalcy in the aftermath of multiple shocks (both climatic and conflicts). It continues to have a solid growth trajectory, projected to be 6.4 per cent GDP growth in 2025. In the aftermath of the pandemic and the Northern Ethiopia war, the country is now moving forward towards macroeconomic stabilisation. All the key macroeconomic indicators are on a positive path.³

In 2024, Ethiopia continued to confront significant challenges, including ongoing insecurity in various regions, a complicated economic landscape marked by positive macroeconomic indicators not sipping into the micro-economic realm, and the challenging effects of climate change, which manifest as prolonged droughts and flooding. These factors have intensified the humanitarian needs of both Ethiopian nationals and refugees.

Ethiopia hosts over 823,000 refugees and asylum seekers predominantly from South Sudan, Somalia and Eritrea. The majority live in 24 refugee camps established across five regional states. Over 70,000 others also reside in the capital Addis Ababa as urban refugees. 47% of the refugees are women and girls, while 59% are children. Ethiopia also has a large number of internally displaced persons (IDPs) and IDP returnees, largely resulting from conflict in northern Ethiopia and localized conflicts and tensions in different parts of the country.⁴

Ethiopia recorded over 6.8 million internally displaced persons (IDPs) in July 2024, placing immense pressure on government and humanitarian response budgets that aim to provide essential services to these vulnerable populations. Women and children are disproportionately affected, comprising more than two-thirds of those in need. Furthermore, the country hosts over 1,060,000 refugees and asylum seekers, with 60 per cent being children under the age of 17. Many refugees reside in the Afar, Benishangul-Gumuz, Gambella, and Somali regions. These

³ [UNDP, Ethiopia Quarterly Economic Profile, April 2025](#)

⁴ [UNHCR Ethiopia](#)

overlapping crises have significantly strained the capacity of government and humanitarian organizations to deliver vital support to these at-risk communities.⁵

In regard to education, approximately 90 per cent of primary students in Ethiopia are below the global minimum proficiency in reading, with 60 per cent of Ethiopian children not meeting the National Learning Assessment's minimum reading competence levels by age 11, and the learning poverty rate is around three per cent higher than the sub-Saharan average.⁶

The education crisis is further exacerbated by inadequate teacher training, insufficient resources, and large class sizes that hinder personalized learning support. A recent analysis by Ethiopia's National Educational Assessment and Examination Agency revealed that 70 per cent of teachers have not received training on the new curriculum, and 75 per cent of necessary textbooks have not reached students. As of November 2024, teacher absenteeism stands at 35 per cent, and only 19 per cent of teachers demonstrate effective teaching skills.

The climate crisis is also intensifying gender inequalities, particularly for the most marginalised girls and young women. Climate impacts also routinely place girls, especially during adolescence, at increased risk of human trafficking, sexual and gender-based violence and disruption in access to sexual and reproductive health services and maternal and postnatal care. Climate shocks also contribute to increases in harmful practices such as early child marriages and unions due to the continued and growing impoverishment of communities.

The challenges increase the risk of child exploitation, abuse, and neglect. Unaccompanied and separated children (UASC) are particularly at risk, having been separated from their families or forced to flee their homes, leaving them especially vulnerable to harm. According to the 2024 Participatory Assessment, there has been a concerning rise in child school dropouts (14 per cent), child labour (23 per cent), child marriage (16 per cent), and sexual/physical abuse (12 per cent) among refugee children across the country. Host community children face similar challenges, with 59 per cent reporting issues related to child marriage, 41 per cent with school dropout, and 28 per cent with child labour. The psychological impacts of these crises, combined with limited access to safe learning environments and lost educational opportunities, are stunting the educational trajectories of children across Ethiopia, with long-term implications for their well-being and the country's overall development.

⁵ [Reliefweb: Ethiopia Internal Displacement Overview, June 2024](#)

⁶ [World Bank. Learning Poverty in Ethiopia \(2022\)](#)

Ethiopia has rolled out the Comprehensive Refugee Response Framework (CRRF)⁷. The country continues to demonstrate commitment to addressing the drivers of refugees, realizing their needs and host communities – as evidenced by progress related to the Global Compact on Refugees (GCR) in Ethiopia. Since becoming a signatory to the United Nations Refugee Convention 1951 and the Organization of African Refugee Convention 1969, Ethiopia has made significant progress towards establishing the legal and institutional framework to protect the human rights of FDPs, particularly refugees. In 2004, Ethiopia enacted its own Refugee Proclamation No. 409/2004⁸, the main legal framework for the protection of refugees. This was replaced by the Refugee Proclamation No 1110/2019⁹ which gives refugees the same rights as nationals with respect to civil registration and issuance of certificates and provides comprehensive legal protection and assistance to refugees. The Ethiopia Country Refugee Response Plan (2020–2021) provides refugees with the right to work and reside out of camps, access social and financial services, and register life events, including births and marriages. In 2017, the Civil Registration and Vital Statistics (CRVS) Proclamation (Registration of Vital Events and National Identity Card Proclamation No. 760/2012) was amended to include refugees. Proclamation No. 1049/2017 allowed for a free and universal birth registration service for refugee children that was in line with Ethiopian Government’s CRRF. Refugees are also covered by the National CRVS Costed Strategy (2022-26) and the National CRVS SBCC (Social Behavioural Change Communication) Strategy.

The main actors in Ethiopia's CRVS ecosystem are Immigration and Citizenship Services (ICS), (responsible for the registration of vital events), the RRS, (responsible for refugees and stateless persons), the Vital Events Registration Agencies (responsible for registration of vital events in their respective localities and for sending paper copies of the records to ICS), the Ethiopian Statistical Service (a government body with the mandate to collect, compile and disseminate vital statistics from civil registers obtained from ICS), and the Ministry of Health (MoH) (responsible for the notification of births and deaths and recording causes of death).

The Government has included refugee education in its sixth Education Sector Development Programme and the 10-year perspective development plan.

⁷ [Ethiopia Country Refugee Response Plan, Updated for 2021](#)

⁸ [Ethiopian Refugee Proclamation No. 409/2004](#)

⁹ [Ethiopia refugee proclamation No 1110/2019](#)

Despite good legal frameworks, challenges remain around implementing the laws, policies, rules and regulations that would create the conditions necessary to realize the equal social, economic, political, and other rights of the refugees. Fiscal challenges and the shortage of public resources continue to be a key challenge for the fulfilment of the rights of FDPs and host communities.

With the signing of an MoU with the Government wing in charge of Refugees in December 2023, UNICEF has reiterated its commitment to ensure the rights of refugees. The goodwill of the Government to sign an MOU with UNICEF demonstrates the Government's trust and partnership confidence in UNICEF.

At the Global Refugee Forum (GRF) 2023, the GoE made pledges in a number of areas, including climate action and inclusion of refugees into national systems. The climate change pledge recognizes the devastating effects of climate change on refugees and host communities, worsening their living just as they have triggered further displacement within and across borders. It also recognizes that climate change impacts girls and women disproportionately. To address these challenges, the GoE will implement a range of interventions, including the promotion of the socio-economic inclusion of refugees, IDPs and their hosts, making prevention of violence against women integral part of environmental policies and programs, and empowering women to have more agency and influence in environmental stewardship and adaptation to climate change. The inclusion pledge focuses on the need to strengthen the inclusion of refugees in national ID systems and in Gender-Based Violence services, amongst other things. It also explicitly addresses the ambition to enhance inclusion of refugees' secondary schools in the national education system. The pledge notes that for full integration of refugee secondary education into the national system, predictable financial support from the international community, based on the burden and responsibility sharing principles, is required, to ease the pressure on the existing national secondary educational system.

1.3 Benishangul Gumuz Region Context

Benishangul-Gumuz (BG) is a regional state in Ethiopia located in northwestern Ethiopia, with international borders to Sudan and South Sudan and internally with Amhara, Oromia and Gambella regions. The region's administrative centre is located in Assosa. According to the 2024

Ethiopian Statistical Services population projections, Benishangul Gumuz has an estimated population of 1.2 million people of which 13 per cent is under-five years of age and 44 per cent is under 18 years of age.¹⁰ Ethnic groups include the indigenous Berta (also called Benishangul), Gumuz, Shinasha, Mao and Komo. The federal government of Ethiopia has classified Benishangul-Gumuz region as a Developing Regional State (DRS).

As of September 2024, Benishangul Gumuz is hosting 116,349 refugees, which is 10 per cent of the refugee population in Ethiopia, most of them coming from Sudan and South Sudan. The most recent data for April 2025 shows the number is 110,079, still signifying 10.2% of the national refugee population.¹¹ The protracted internal conflict in Benishangul Gumuz between unidentified armed groups and government military forces caused widespread displacement since 2018, resulting in many IDPs, loss of life, damaged infrastructure, and limited access to basic and durable social services.

Refugees live in three camps, Sherkole, Tsore, and Bambasi and in the Ura refugee site, and put great strain on the infrastructure and delivery of social services in the hosting areas. Humanitarian presence and response capacity in the region is limited, just as there is a critical lack of funding going there, resulting in significant gaps in the ability to meet children's needs.

At the same time, Benishangul Gumuz region continues to face the negative impact of climate change: seasonal flooding, drought and strong winds, leading to gradual deterioration of agricultural production, loss in livestock productivity and crop cultivation, shortages of water, spread of water and vector borne diseases after the rainfall, and seasonal migration of people. While climate change is being experienced across the country, Benishangul Gumuz has experienced a significant shortage of resources to address the impact of climate change on the social sectors, including education, due to funds being channelled to address the impact of the conflict in the north of the country.

1.4 Intersectionality between education, climate change and gender in the region

The Ethiopia Education Cluster report from September 2023 estimates that 48,116 children, or 21 per cent of the school-age population, are out-of-school in Benishangul Gumuz.

¹⁰ [Ethiopian Statistical Services- Projected population 2024](#)

¹¹ [UNHCR Ethiopian refugees and asylum seekers dashboard \(Accessed 30 April 2025\)](#)

27,176 of these children are out-of-school due to conflict. In addition, the region is struggling with a high degree of dropout and repetition: compared to the national average, Benishangul Gumuz is the lowest-scoring region, with a dropout rate of 19.7 per cent in grades 1-8 and a repetition rate of 4 per cent. Further, only 16.1 per cent of teachers were qualified for teaching at primary school level, which is much less than the national average of qualified teachers, suggesting that students are not receiving the appropriate pedagogical support, leading to poor learning outcomes. That only one-third of teachers in the region are women further reduces girls' opportunity to benefit from experiencing role models.

During the inception phase of the project, UNICEF established that in the IDP and Host Communities there are 34,500 (40% girls) children that are out of school. This number will further be compounded by an increasing number of refugees in Benishangul Gumuz. In 2024, Plan International established that are 21,969 (46% girls) refugee children that are out of school. Due to high number of refugee children and thus large class sizes, there is a need to expand classrooms.

Benishangul Gumuz was also ranked fourth among regions with severely damaged schools, primarily related to conflict but also the impact of climate change, further underlining the need to invest in schools and classrooms.

The lack of school infrastructure, including classrooms, is particularly a challenge for secondary education. In Benishangul Gumuz, there are 594 primary schools and only 89 secondary schools. Of these schools, 279 schools have been either partially or severely damaged by the ongoing conflict in the region. The fragile security environment, violence and the limited capacity of regional and local authorities also leads to a lack of gender-sensitive infrastructure and services in schools, where there is often a lack of water, gender-segregated latrines and adequate spaces for menstrual hygiene management.

In response to the challenge, UNICEF built three primary schools and one secondary school which are being handed over to the government for sustained operationalization. The schools will be transferred to the Regional Education Bureau administration and management, thereby discontinuing the parallel education system for refugees.

Benishangul-Gumuz further demonstrates the significant correlation between high climate risks, negative coping mechanisms, and poor learning outcomes. Households' income and livelihood is severely affected by the hazards induced by climate change, leading to many children being deprived of an education. Families have to look for alternative income and livelihoods and

struggle to cover the direct and indirect education costs. Some children are hired in hazardous mineral extraction, while others are forced to stay at home and look after their siblings while the parents are searching for an income. As a result, children drop out of school.

In drought affected areas, UNICEF has observed an increase in child marriages and girls dropping out of school; currently, 1 in 2 girls in Benishangul Gumuz are married as children. Those who try to continue their education experience low school attendance and poor learning outcomes.

In the face of this, the region recognizes the need for better disaster preparedness and risk reduction and aims to enhance social cohesion and resilience by ensuring the provision of more effective and relevant education services as one of the strategies. Communities need knowledge and skills to mitigate the impact of climate change and adapt to the changes at the same time, such as understanding the importance of maintaining forests and trees and how to address land degradation.

In Benishangul Gumuz, gender inequality in education becomes clear as girls advance from primary to secondary education, dropping from 93 to 43.5 per cent. The gender dimension and impact of displacement is further pronounced in the gender parity index (GPI) for refugee girls in BG, which drops from 0.93 to 0.49 between primary and secondary education.

As per EDHS 2016, Benishangul Gumuz is among the regions with highest child marriage prevalence of 50 per cent. The region also has the second lowest median age of marriage at 15.9 years reducing the percentage of women aged 20-24 years who first married or in union before 18 by 12 per cent between 1991 and 2016.¹² Studies have shown that child marriage is one of the main reasons contributing to girls dropping out of school at various levels. Marriageability is associated with various factors including FGM. The prevalence of FGM is 63 per cent for women aged 15-49 and 43 per cent for 15-19 years. Thus, improved enrolment and retaining of girls in school requires addressing girls' vulnerability to child marriage as well as FGM, calling for an integrated approach across education, gender and protection.

Benishangul Gumuz is hosting 110,000 refugees, primarily from Sudan and South Sudan including a small number of Ethiopian refugee returnees from Sudan. Due to the continued two-year fighting in Sudan, it is expected that more refugees will continue crossing the border to seek safety in Ethiopia. Refugees are housed in three camps, Sherkole, Tsore, and Bambasi and in the Ura refugee site. The host community around these camps, estimated to be 74,547 (male 37,770

¹² [UNICEF, Ending child marriage: A profile of progress in Ethiopia, 2018](#)

and Female, 36,777) people, is under considerable strain due to the high number of refugees and IDPs, impacting the area's infrastructure and social services delivery. The ongoing internal conflict in the region between unidentified armed groups and government forces has led to significant displacement since 2018, resulting in many IDPs, loss of life, damaged infrastructure, and limited access to essential social services. These conflicts have severely affected the psychosocial well-being and economic stability of the affected populations.

The project supports the global 2030 Agenda for sustainable development, especially the achievement of SDGs 4, 5 and 13 in Ethiopia. The project will build on and contribute to the GoE Education Sector IV (2020 to 2025), the revised Education Policy and the Adult and No-formal Education Strategy (2022) to improve access to quality education for in and out of school children and the National Case Management Framework of the Ministry of Women and Social Affairs, just as they will build on UNICEF's existing education programme in the country and the region.

The proposed strategies are guided by UNICEF Country Programme Action Plan 2020 – 2025 (CPAP) and the Education Sector Development Programme (ESDP VII 2021- 2025).

The Convention of the Rights of the Child informs all UNICEF programming on the Rights of the Child. UNICEF Core Commitments for Children in Humanitarian Action, which have been recently revised to equip UNICEF and its partners to deliver principled, timely, quality and child-centred humanitarian response and advocacy. Responding to the needs of the most vulnerable children in Benishangul Gumuz is in line with UNICEF Core Commitments for Children (CCCs) in Humanitarian Situations. UNICEF works with authorities and partners to ensure every child, including those forcibly displaced, has access to quality learning opportunities in safe and protected environments.

This concept also aligns with several other internationally agreed commitments, including the International Convention on Economic, Social and Cultural Rights and the Convention on the Rights of Persons with Disabilities. Local and international partners engaged in working with UNICEF under this initiative will commit to ensuring that all children – regardless of gender, ethnicity, socioeconomic background, or circumstances – realize their equality.

With regard to climate change and the environment, the project is guided by UNICEF 2022-2025 Strategic Plan, which aims to ensure that every child has access to safe WASH services and lives in a safe and resilient environment. The issues of climate, energy, and environment (CEE) are deeply intertwined with the rights of the children as well as their vulnerabilities. In this

context, CEE and disaster risk reduction (DRR), so-called CEED, has been UNICEF's global framework for holistic approaches. UNICEF also addresses the linkages between climate change and the weakening of the protective environment for children, with climate change-induced vulnerabilities including family separation, child labour, child marriages and an increase in violence. The project will thus engage communities on the need to identify these risks and come up with sustainable mitigation and preparedness measures.

2 Evaluation Object

The *enhancing education for forcibly displaced and host community children in a protective, climate resilient and gender-sensitive approach in Benishangul Gumuz Region* is a **public-private partnership funded** by the Ministry of Foreign Affairs (MFA), the LEGO foundation and Grundfos foundation. The intervention targets Ethiopia's **Benishangul Gumuz (BG) region** through integrated programming to drive collective impact for children. The initiative consists of three interlinked programmes targeting the same selected schools and surrounding communities. MFA supports interventions for primary and secondary-aged children with a focus on gender transformative interventions for refugee, internally displaced, and host community children. The LEGO foundation supports learning through play, including the use of play boxes, tailored, context appropriate MHPSS interventions, and Grundfos foundation supports climate-sensitive water, sanitation and hygiene (WASH) facilities and interventions.

The programme will run between **15 December 2023** to **30 June 2027** with a total budget of USD 12 million. Currently the programme team has finished inception and begun activity kick-off of the public-private partnership.

The purpose of the cooperation among the parties is to **improve access to inclusive, climate and gender-responsive quality education, targeting refugee and internally displaced children alongside children in host communities**, for holistic learning outcomes and resilience. The intervention is anchored on the attainment of the Sustainable Development Goals (SDGs); covering SDG 4 on education, SDG 5 on gender equality and empowering women and girls, SDG 6 on access to clean water and sanitation, SDG 8 on the imperative of refugee empowerment, and SDG 16 on strong institutions, refugee access to human rights and the prevention of all forms of violence against children.

At the impact level the programme will work to ensure forcibly displaced (FDC), and host community children have enhanced self-reliance through education, reduction of vulnerability, intercommunal integration, and inclusion of the FDC in the national and regional service delivery systems. Improved enrolment and learning at pre-primary, primary and secondary education of FDC and host community children in climate resilient and gender equality promoting and protective environment is expected from the proposed programme activities. Activities are arranged under three major output pillars:

Output 1: Quality learning accessed

Children have access to protective, inclusive and climate responsive learning environment that ensure access to quality learning.

Output 2: Community structures strengthened

Community structures strengthened to promote climate responsive, socially cohesive, and positive parenting for equitable, gender responsive and inclusive demand for education of their children.

Output 3: Multisectoral collaboration fostered

Multi-sectoral partnerships fostered to leverage strengths and resources leading to creative solutions for a more holistic approach of enhancing learning experiences and outcomes.

Further details about the activities under each pillar and the Theory of change are available under annexes 2 and 3 of this ToR.

In support of the project objective, the project will focus on gender responsive interventions for refugee, IDP and host community children in Benishangul-Gumuz in primary and secondary schools, with a focus on girls, improving their access to quality learning, building their resilience, empowering them, and giving them agency, including for climate adaptation and mitigation. Targeted girls and boys are given a chance to catch up on lost learning, including through accelerated learning programmes using gender-responsive approaches focused on learning recovery and foundational learning. The project will foster access and retention in primary schools, and the successful transition into secondary education. Children will learn in a safe, climate resilient and gender-responsive school environment which offers an integrated package of complementary services critical to support learning and wellbeing, such as child protection services. The project will also strengthen climate literacy and child-led climate preparedness and action across schools and communities.

The school related gender-based violence prevention and response mechanisms will target families, communities, teachers and the multi-sectoral structures, together to address social norms that drive gender-based violence including child marriage, and to create safe and protective learning environment. The gender clubs will have a key role in creating opportunities for girls and boys setting dialogue and discussion around gender equality based on context specific issues in the Benishangul-Gumuz region. Through the platform, peer-to-peer support systems will also be enhanced for girls. Girls who succeeded in joining higher education will also be used as role models by speaking to the primary and secondary school girls. The “Girls are heroes” project that is based on BETE, meaning ‘My Home’ in Amharic, i.e. a model for integrated education and child protection, will inform the project. Providing a safe space for displaced and emergency-affected children to learn while also providing an enabling environment through the provision of complementary child protection interventions that help the children cope with the challenges that they are facing. The LEGO Foundation project will also support these and complement the protection initiatives with MHPSS. The project will also take into account the rollout by the Ministry of Education of the new curriculum, the school-related Gender-Based Code of Conduct, the guidelines to establish and functionalize gender clubs, and the life skills education module. These national initiatives will be adapted to the specific context, i.e. refugee, IDP and host community children and schools in Benishangul Gumuz.

At the same time, recognizing the challenges that the impact of climate change poses for access to quality education in Benishangul Gumuz region, the project will strengthen schools’ and thereby learners’ climate change preparedness and resilience, by training teachers and integrating climate-responsive learning into the curriculum. Education empowers and motivates children to act and influence their families and communities. Thus, the objective is to harness the catalysing role of education in curbing the impact of climate change. In the classroom, learners can be educated on the cause and impact of global warming and learn how to mitigate and adapt to climate change, addressing considerations of use of land, the importance of terracing and soil conservation to mitigate the impact of flooding and land degradation, etc.

UNICEF is committed to supporting adolescent girls and boys in developing and reaching their full potential. The work with adolescents and youth is guided through several strategic frameworks, and among these is UNICEF strategic framework for the second decade of a child’s

life. In Ethiopia, UNICEF focuses specifically on preventing the dropout of adolescents and increasing secondary school enrolment and graduation. For out-of-school adolescents in emergencies, alternative learning pathways are provided through existing structures, clubs and other platforms wherever possible, put in place SRGB including child marriage handling mechanisms. Multi-sectoral One Stop Centres are provided with a specific focus on child protection and education.

Key stakeholders of the project, and the main actors in ensuring the success of the theory of change identified through the assumptions, include the following:

- Beneficiaries in the region: right holders will be Forcedly displaced children and children in the host community with a spillover effect for the community as a whole.
- UNICEF Ethiopia: UNICEF will have the overall responsibility as the project owner, responsible for the management and administration. UNICEF will be responsible for all reporting and accounting towards right holders and donors.
- Benishangul Gumuz regional education bureau (REB): the leading partner for collaboration during the implementation of school WASH activities in the host community schools.
- Benishangul Gumuz regional bureau of women and social affairs (BoWSA): the leading agency for VAC and GBV prevention and response.
- Benishangul Gumuz regional Water resources development bureau is the Government entity responsible for the water service provision in the region and a key partner for UNICEF in implementing the water supply services.
- Benishangul Gumuz regional health bureau (RHB): is another leading partner for UNICEF in implementing Sanitation and Hygiene services.
- Refugee and returnees service (RRS): the government entity responsible for refugee affairs, including collaboration during the implementation of the WASH programmes in refugee camps.
- School administration and teachers
- Case management workers
- Academic institutions: are partners for the evidence generation, learning, and research component.

- Implementing partners: Plan International Ethiopia will be a key implementing partner
- UNHCR and other UN agencies: the UN entity responsible for refugee affairs and assistance, including collaboration during the implementation of the WASH programmes in refugee camps and institutions in Bambasi and Tsore.

3 Evaluation Purpose

At the current stage the project has rolled out interventions in all target sites simultaneously, as an early stage of activities, especially beginning with soft components of the project (e.g. capacity building, strengthening services). The two-pronged purpose recommended by the UNICEF evaluation policy 2023, learning and accountability, will be applicable in this evaluation. Primarily the learning purpose will enable the project to assess its performance, results delivered to children, and its variance from pre-set objectives. These findings will be utilized in real-time to course-correct in implementation. The public private partnership innovative approach used in this case will be a benchmark case for future investment opportunities. The evaluation will follow the OECD-DAC criteria of relevance, coherence, effectiveness, efficiency, sustainability, and impact, with an added criteria on equity and inclusion, to assess the project's contribution towards the lives of FDC and children in host communities. The evaluation must provide a credible, useful and evidence-based analysis.

Additionally, as an independent, impartial insight on the work undertaken in this project the evaluation will provide key stakeholders including donors, government entities and beneficiaries valuable evidence as to results delivered for children, serving as an accountability tool. The accountability extends to these partners to actively take part in the evaluation to ensure inclusivity and utilize recommendations drafted based on the findings of the evaluation. The human-rights based approach and principles of UNICEF require that stakeholders at all levels have access to information and skills to interpret and scrutinize interventions affecting their lives. The evaluation will serve this purpose under the accountability principle.

Use of Evaluation: The evaluation will serve as a learning and accountability instrument for UNICEF, the Government of Denmark, LEGO foundation, Grundfos foundation, GoE, regional government of Benishangul Gumuz, all relevant regional line bureaus and other relevant stakeholders. As the project progresses findings from the evaluation will inform implementers

what is working; what should we do more of; what can be improved; what intended and unintended results have been achieved; how our interventions are impacting the lived of FDCs and children in host communities; and what can be done now to ensure impact is sustained beyond the lifetime of the project. It will identify hindering factors affecting execution in real-time and provide actionable recommendations to combat those.

Users of the evaluation: UNICEF Ethiopia, the Government of Denmark, LEGO foundation, Grundfos foundation, GoE, regional government of Benishangul Gumuz are the primary users of the evaluation. UNICEF Ethiopia will use the evaluation to promptly adapt to changing circumstances and variance from objectives. This will be instrumental to consistently deliver relevant results in alignment with international, national and regional priorities as well as the needs of right holders on the ground. Donor partners can learn from this innovative approach to further explore similar investment schemes in the future where an integrated response can be implemented by partners who have priorities in various areas. The regional government will use the evaluation for decision-making, evidence-based policy changes, and advocacy. The GoE can strengthen efforts of the project in the Benishangul Gumuz region through similar interventions and existing systems or take the experience in the region to scale-up learning in other areas of the country facing similar circumstances of double burden, forcibly displaced persons and host communities shouldering the brunt of climatic and man-made disasters.

Secondary users will be federal ministries of education, water and energy, health, and women and social affairs to inform the design of their future interventions; duty bearers such as school administrators, refugee/IDP camp management, social workers and health care workers to strengthen their efforts in the community through proved methods; and the right holders for empowerment to participate in life-changing decisions. Secondary users will engage in a feedback loop through the evaluation ensuring their needs are continuously met through operational improvements. Furthermore, secondary users serve as anchors for the sustainability of the gains made from the initiative, advancing children's rights under the Convention on the Rights of the Child.

4 Evaluation Objectives

The evaluation aims to adhere to the OECD-DAC criteria of Relevance, Coherence, Effectiveness, Efficiency, Impact, and Sustainability, with an added criteria on equity and inclusion, to assess the

delivery of integrated programme to enhance the self-reliance of forcedly displaced children and host community children through education, reduction of vulnerabilities, intercommunal integration, and inclusion of forcedly displaced children into social service delivery systems.

- Provide evidence as to the **relevance** of interventions included in the project to the target beneficiaries responding to their needs and interest without causing inadvertent harm
- Examine how the project is **aligning** with key national stakeholders, existing social service delivery mechanisms, and national and regional government priorities
- Determine the project's **effectiveness**, measuring whether it achieved its intended outcomes and impacts
- Providing insights into the **implementation process**, identifying strengths, weaknesses, and areas for improvement
- Assessing whether the project achieved meaningful **attributable changes** in outcomes and impacts, including identifying causal links in the integrated programme interventions and results while highlighting any unintended effects
- Evaluate what mechanisms are in place and can be built as the project progresses to ensure **achieved results are carried forward into the future** to continue social services are delivered for children in refugee, IDP and host communities
- Assess if interventions were targeted and distributed **equitably** amongst children and communities residing in refugee and IDP camps and host community children ensuring **inclusion** of marginalized and vulnerable individuals such as girls, CWD, those most vulnerable to climate change etc.
- Supporting **evidence-based decision-making** through actionable recommendations guiding future strategies, policies and resource allocation for the current and potential future programmes

5 Evaluation Scope

Temporal scope: The enhancing education for forcedly displaced and host community children in a protective, climate resilient and gender-sensitive approach project is at an early stage of active implementation. After a successful inception phase and co-creation with donor partners in September 2024 the implementation in Benishangul Gumuz commenced in early 2025. The project

will run for four years between 15 December 2023 to 30 June 2027 including inception period. The evaluation will span the whole lifecycle of the project.

Geographic scope: The project targets the western region of Benishangul Gumuz in Ethiopia hosting a large number of refugees and IDPs parallel to the host community which is affected by climatic and man-made risks. Within the region in Assosa zone, Bambasi, Ura and Homosha woredas are covered with selected 18 schools. All project woredas and schools will be covered by the evaluation. List of schools and interventions in each school are in the table below:

Woreda	Name of school	Interventions in the school
Homosha	Sherkole primary school	Education, WASH, Child protection
	Sherkole refugee camp primary school	Education, WASH, Child protection
	Sherkole refugee camp secondary school	Education, WASH, Child protection
	Homosha primary school	Education, WASH, Child protection
	Tsore refugee camp primary school #1	Education, WASH, Child protection
	Tsore refugee camp primary school #2	Education, WASH, Child protection
	Tsore Arumela primary school	Education, Child protection
	Tsore Arumela refugee inclusive secondary school	Education, Child protection
Ura	Baro primary school	Education, WASH, Child protection
	Ura primary and secondary school (1-12)	Education, Child protection
	Akuda Tumet primary school	Education, Child protection
Bambasi	Mender 42 primary school	Education, Child protection

	Womba primary school	Education, WASH, Child protection
	Bambasi refugee camp primary school	Education, WASH, Child protection
	Womba refugee inclusive secondary school	Education, WASH, Child protection
	Bambasi primary school	Education, WASH, Child protection
	Bisna primary school	Education, WASH, Child protection
	Mutsa Shewarie primary school	Education, WASH, Child protection

In addition, the refugee, IDP and host community from the UNICEF selected implementation sites are as below (September 2024):

Population	Total	Male	Female
Refugee (All)	116,349	57,037	59,312
Refugee (Children)	82,210	40,425	40,785
IDP (All)	16,239	8,776	7,462
IDP (Children)	1,851	904	947
Host population (All)	278,115	140,011	138,144
Host population (Children)	74,547	37,770	36,777

Thematic scope: the evaluation will examine the relevance, coherence, effectiveness, efficiency, impact and sustainability of the Public Private Partnership (PPP) funded integrated education, WASH, child protection programme. The evaluation will assess the education, WASH, child protection, climate resilience, and gender transformative outcomes for FDC and the host community anticipated from the intervention under the various participating sectors with due attention given to children with disabilities. This will particularly include investigating outcomes in protection of students from schools related gender-based violence (SRGBV), changes in the

gender parity index (GPI) for target schools, enhancement in the disaster reduction strategy implemented by schools, changes in the enrolment ratios as well as improvements in the learning outcomes of students from various backgrounds. The evaluation firm is expected to conduct an impact evaluation consisting of an evaluability assessment, a baseline assessment, a midline evaluation, and an endline evaluation.

6 Evaluation Questions and Criteria

The evaluation will focus on the OECD-DAC criteria of relevance, coherence, effectiveness, efficiency, impact and sustainability. In addition to these criteria, the evaluation will prioritize gender, equity, human rights, children’s rights, and inclusion streamlined in each evaluation activity and use a criteria on equity and inclusion. Below are preliminary evaluation questions which will be finalized during the inception phase after a thorough evaluability assessment following a review by UNICEF team and the evaluation reference group.

Criteria	Questions
Relevance	1. How relevant are the integrated protective, climate resilient and gender-sensitive approaches and services to the needs of forcedly displaced children and children living in host communities?
	2. Have services been informed by needs and situational assessments and fully adapted to meet the needs of different groups and in different target woredas as well as evolving circumstances?
	3. To what extent do beneficiaries feel the programme addresses their needs?
Coherence	4. Has the integration of approaches been synergistic? What has been the difference between schools which received all component interventions and those where the full package wasn’t implemented (e.g. WASH)?

Criteria	Questions
	5. Has the project design adequately considered national, regional and UNICEF priorities and integrated these in its design to ensure continuity and ownership?
Effectiveness	6. As activities implemented as per the project plan? When variances occurred, what strategies are employed to mitigate them?
	7. What has been the increase in the enrolment of students to target schools? (Disaggregated by gender, disability, and vulnerabilities)
	8. What is the number of students with access to school based MHPSS and, functional and accessible WASH facilities, and playful learning?
	9. What percentage of children report feeling safe coming to school and included in various activities?
	10. How many students have achieved minimum literacy and numeracy outcomes during the execution of the project?
Efficiency	11. To what extent is the programming approach efficient in the achievement of desired results in terms of resource utilization (human, technical, financial) and timely delivery?
Impact	12. To what extent has the program contributed towards impact level change? How and why?
	13. What is the difference in impact indicator achievement in the different schools and woredas?
	14. Were there external factors that contributed to the changes observed? How are they related to the project? How can they be harnessed for enhanced project success?

Criteria	Questions
Sustainability	15. Are refugee inclusive schools or ALP schools targeting FDC officially absorbed into the regional education system including in financing and resource allocation?
	16. Are community and social systems strengthening mechanisms in the project capacitating the community in skills required to maintain the WASH infrastructure built and other gains made? What maintenance are in place?
	17. Are community structures actively engaging in the current management of project activities and provided the appropriate tools to continue to do so beyond the project?
	18. Are coordination mechanisms functioning independently?
Equity, disability and inclusion	19. Has the project brought on changes in the enrolment rate of girls, FDC, CWD and other children facing vulnerabilities?
	20. To what extent has the gender parity index (GPI) changed during the project implementation?
	21. What mechanisms are utilized to target these marginalized and vulnerable children?
	22. Once in schools are major barriers (SRGBV, discrimination, lack of inclusive learning materials, community barriers etc.) addressed for these children to continue to attend school?

The above are only the indicative questions to help the evaluation team think and reflect, the evaluation criteria and questions will be refined during the inception report to best align with the evaluation’s objectives and purpose. The consultancy team will be tasked with proposing the final evaluation questions, conducting an evaluability assessment for each question, developing sub-questions, and creating an evaluation framework that outlines data sourcing, collection and

analysis strategies. Additionally, all questions will be designed to respect human and child rights, give emphasis to gender issues, and include participation of persons with disabilities.

7 Evaluation Methodology

7.1 Evaluation Approach

The impact evaluation is expected to use mixed methods approach using both quantitative and qualitative data at each stage (baseline, midline, and endline) through an experimental or quasi-experimental design, either through a Randomized control trial or another suitable design for a robust assessment of project's intended and unintended results as well as to measure the attribution of results. However, the final design and evaluation approaches will be decided based on the recommendation of the evaluability assessment which will look at what data sources are available on the ground to design an appropriate impact evaluation. The details of the evaluation design, methodology and evaluation questions will be developed by the contracted evaluation team in close consultation with all key stakeholders to ensure participation in and ownership of the evaluation and to facilitate use of evaluation learning in improving programme interventions and achieving the planned outcomes and impact.

The impact evaluation will be conducted to assess whether the programme is ready for successful implementation and credible evaluation. The evaluability is a crucial step before proposing an evaluation design. Among others, it will seek to gather information from relevant stakeholders and secondary sources to answer these questions:

- Is there a well-articulated theory of change?
- Are the intended beneficiary groups clearly identified and the components of the programme relevant to the needs of these groups, as identified by the project situational assessment, needs assessments or other evidence?
- As the programme is in early implementation how closely does it conform to the project design? If there are inconsistencies, what are the reasons behind?
- Is the results framework well-articulated and aligned with programme objectives, incorporating appropriate indicators at each level?

- Is the monitoring system robust enough to generate relevant, accurate, and reliable data in a consistent fashion to influence the project path?
- To what extent are indicators along the entire results chain from activity to output and outcome SMART?
- Does benchmarking data on key indicators exist in the form of national and sub-national statistics or other reliable data sources? If not, what plans are in place to generate such data?
- In light of the insights gained from the above questions, what is the best evaluation design to measure project performance, achievements, intended and unintended results and attributable impact?

Based on the evaluability, the evaluation design will be decided between an experimental, quasi-experimental or a pre-post design. Therefore, a theory-based approach to measure the performance of the programme and draw lessons is strongly recommended. The evaluation team is welcome to propose these and any other robust and sound designs that they consider suitable with crucial insight from the evaluability assessment. It is important to note that in light of the gender transformative focus of the programme all data will need to be appropriately disaggregated. A final evaluation framework and design, including detailed analytical methods and tools, will be agreed upon between the evaluation group and UNICEF.

It is mandatory to employ context conscious, innovative, participatory and child-friendly evaluation methods to effectively engage adolescents throughout the evaluation lifecycle. It is proposed that they can be involved in all aspects of the evaluation as advisors, peer researchers, documenters, active respondents, reviewers, and change agents. However, there are ethical considerations that need to be observed when determining how best to engage adolescents. [UNICEF Guidance Note: *Adolescent participation in UNICEF monitoring and evaluation*](#)- this guidebook provides concrete tools and suggestions for adolescent participatory evaluation, along with practical examples from UNICEF Country Offices.

The evaluation team will prepare inception reports for the mid-line and endline evaluation reports as part of the series of evaluations required for this evaluation.

7.2 Data collection methods

Depending on the final approach chosen in consultation with UNICEF evaluation manager and evaluation reference group, the evaluation team is expected to use both quantitative and qualitative methods including the facility and student surveys, using monitoring data, key informant interviews, FGDs, case studies, observations etc. The team is expected to use Innovative qualitative methods to engage children and adolescents, with appropriate ethical considerations because the project targets children in pre-primary, primary, middle, and secondary schools.

Although it is recommended for the firm to visit all schools in the project, provided the small number of schools and limited geographical area appropriate sampling methods should be applied in selecting the individual respondents for all data collection methods with an emphasis on representativeness, equity, inclusion of participants from diverse backgrounds (age, gender, role in the community, living status, vulnerabilities the individual is facing, disability etc).

7.3 Risks and Limitations

To undertake an experimental or quasi-experimental impact evaluation, the major limitation expected for this evaluation is the availability of the control group - an appropriate comparative group with similar characteristics to the treatment group but isn't receiving a different intervention either by UNICEF or other actors - that can potentially skew attribution of impact. The Benishangul Gumuz has faced a unique set of circumstances in addition to its cultural and socio-economic conditions setting it apart from other regions in the country. Moreover, after the influx of refugees and IDPs in recent years coupled with natural disasters that occurred in the region different humanitarian actors are providing responses to the affected community. Therefore, it would be crucial to discuss and review the possibility of the adequate control group during the evaluability assessment. The evaluability assessment will be instrumental in exploring the availability of such control groups and what evaluation design will be suitable in case it can't be adequately established.

In real-life settings a truly experimental treatment-control group arrangement where the control group is withheld from any intervention is unethical. Therefore, innovative approaches should be used to implement an inclusive evaluation in a humanitarian and fragile situation.

Access to some areas may be impeded by protracted conflicts in the country, further complicating data collection efforts. Innovative digital methods will be used in such cases.

8 Ethical Consideration and Guiding principles

8.1 Ethical considerations

UNICEF requires evidence generation conducted to be in full compliance with ethical considerations. At the core of the ethical principles to be followed during the evaluation is to ensure doing no harm to children, parents or other participants in the evaluation. All informants should be offered confidentiality, for all methods used. The evaluation team is required to clearly identify any potential ethical issues and approaches, describe data and document protection protocols, and workplan for ethical review and oversight of the evaluation process in their inception report. Any ethical issues that could potentially arise during the evaluation need to be documented including how the evaluation team will respond or address each.

It is crucial that the evaluation embraces the views of all key stakeholders, including a fair representation of girls and boys, especially the most marginalized and disadvantaged. Children's safety and wellbeing should always be paramount, hence the inclusion of children and adolescents in the evaluation should be in compliance with the [Ethical Research Involving Children \(ERIC\) Principles](#), and the UNICEF Procedure for Ethical Standards in Research, Evaluation and Data Collection and Analysis. The evaluation team, including enumerators, must read and sign the UNEG Ethical Guidelines for Evaluation pledge and the UNEG Code of Conduct in Evaluation. The evaluation will follow the UNICEF guidelines on ethical evidence generation. A mandatory, independent ethical review of the inception report and data collection tools will be conducted through an independent IRB with the help of UNICEF regional LTA arrangement. The data collection will only commence after the approval of inception report by the IRB.

Informed Consent: During the evaluation process, the evaluation team will obtain informed consent from all participants, ensuring that data collection methods are appropriate for children and marginalized groups.

Assent: Assent ensures that children understand the evaluation process and agree to participate voluntarily, respecting their autonomy and rights. It helps build trust between the evaluator and the child, fostering a safe and supportive environment where children feel comfortable sharing

their thoughts and experiences. Additionally, seeking assent acknowledges the child's capacity to contribute meaningfully to the evaluation, recognizing their perspectives as valuable. This practice not only enhances the quality and reliability of the data collected but also aligns with ethical standards that prioritize the well-being and dignity of all participants, especially vulnerable individuals such as children.

Data Privacy and Security: Adhere to strict data protection protocols, especially for sensitive information related to children and marginalized groups.

8.2 Guiding Principles

It is vital that the Evaluation consultants at all levels fully comply with the precautionary measures put in place by UNICEF and the Government of Ethiopia to protect the women and children we serve. It is of utmost importance that the ‘do no harm’ principle consistently guides this evaluation. The bidding consultants should ensure that a detailed description of measures will be implemented to protect the women, children, and stakeholders we serve.

Some of the documents that the evaluation must use and integrate in the entire process and final analysis and reporting can be found on the links below:

- [United Nations Evaluation Group \(UNEG\) Norms and Standards for Evaluation in the UN System](#)
- [UNEG Ethical Guidelines for Evaluations](#)
- [UNEG Code of Conduct for Evaluation in the UN system](#)
- [UNEG Gender and Human Rights Guidelines](#)
- [UNICEF Guidance on Gender Integration in Evaluation](#)
- [UNICEF procedure for ethical standards in research, evaluation, data collection and analysis](#)
- [UNICEF-Adapted UNEG Evaluation Reports Standards](#)¹³
- [UNICEF guidance on external academic publishing](#)
- [UNICEF Guidance Note: Adolescent participation in UNICEF monitoring and evaluation](#)

¹³ The final report is expected to meet the UNEG Evaluation reports standards as well as benchmarks used in UNICEF’s Global Evaluation Reports Oversight System (GEROS)

- [GEROS Quality Assessment System](#)
- [Disability-inclusive evaluations in UNICEF: Guidelines for achieving UNDIS standards](#)

In addition, the evaluators will be expected to submit evidence of completion of the UNICEF Prevention of Sexual Exploitation and Abuse (PSEA) training found here: <https://agora.unicef.org/course/info.php?id=7380>

- [UN Secretary General's Bulletin on Special measures for protection from sexual Exploitation and Sexual Abuse](#)
- [United Nations Protocol on Allegations of Sexual Exploitation and Abuse Involving Implementing Partners](#)

9 Dissemination plan

A series of knowledge products will be developed from the evaluation report to facilitate dissemination. Learning products will be focused on the needs of key decision-makers, right holders and will be designed with utility at the centre. The specific nature, format and content of each product will be confirmed with key stakeholders and users during inception. Some knowledge products will include:

PowerPoint presentations: that summarize evaluation findings, conclusions and recommendations to be presented to the evaluation reference group (ERG) and other key stakeholders to facilitate evidence-based decision-making. These slide decks will be developed at the inception stage, for debriefing and after the final report.

Policy brief: this is a short summary of main findings, and a logical communication of recommendations based on conclusions in a maximum of 5 pages. The brief will use professional designed infographics and UNICEF branding.

EVAL-KIDS (Evaluation for Knowledge-Inspired Development Solutions): these are a series of knowledge products that analyse completed evaluation reports and facilitate the uptake of knowledge for programme and policy improvement including resource mobilization.

Dissemination workshop: a workshop engaging primary and secondary users to effectively disseminate findings from the evaluation.

10 Evaluation Timeline

10.1 Timeline

Expected Deliverables	Timeline
Evaluability assessment report	Feb-March 2025
Draft Inception report and qualitative + quantitative survey tools	March/April 2025
Final Inception Report and survey tools (assuming quick review by UNICEF/ERG)	April 2025
Ethical Review and Approval	April 2025
Baseline fieldwork <ul style="list-style-type: none">· Training of enumerators (training report should be submitted)· Field data collection- must provide weekly update submission and endorsement of data quality output and field report.· Debriefing of ERG and key stakeholders	May-June 2025
Submission of draft baseline report	July 2025
Submission of final report incorporating comments	July 2025
Design and submit midterm evaluation tools	August 2026
Execution of midterm evaluation	September-October 2026
Submission of 1 st draft midterm report	November 2026
Submission of final or 2 nd draft midterm report incorporating comments	December 2026
Design and submit end-line evaluation tools	June 2027
Conduct end-line evaluation	July-October 2027
Submission of first draft endline report	November 2027
Submission of final report of endline report	December 2027

10.2 Estimated duration of the contract

The contract will be for three years between 2025 and 2027 spanning the duration of the project.

11 Deliverables

11.1 Evaluability Assessment Report

In view of the UNICEF guidance, the evaluability assessment report should clearly and concisely present the project's readiness for evaluation. This will include an assessment of the project's objectives, theory of change, results framework, indicators and available data to determine if they are well-defined and measurable. The report should also identify any gaps or weaknesses in the programme design, monitoring plan and stakeholder engagement to ensure the maximum impact is delivered. Additionally, it should provide recommendations for improving the project's evaluability as well as the appropriate evaluation design so that we can determine if an impact evaluation can be conducted effectively and yield meaningful results.

11.2 Inception reports

The firm will prepare, submit, and present a brief inception reports for baseline, midline and endline which will detail the understanding of the task and how the evaluation questions will be addressed for baseline, midline and endline evaluations. This will ensure that the consultant, UNICEF, and major stakeholders have a shared understanding of the evaluation. An outline for a standard UNICEF evaluation inception report can be found in Annex 4. The inception reports will outline the full evaluation framework, elaborate on the scope of evaluation, detailed methodology for each component and the timeline for completion of each phase. This includes a detailed description of the evaluation design, sampling methodology, proposed team composition, a clear supervisory/monitoring and quality assurance plan. Prior to commencement of data collection, the inception report and all survey tools must be reviewed and approved by the steering committee as well as undergo an independent ethical review.

11.3 Field work debriefing and draft Evaluation Reports

Immediately following each fieldwork, UNICEF expects a debriefing on preliminary findings and recommendations. This is to receive immediate feedback after data collection before diving in data analysis to clarify vague areas if any and agree on the format of reporting.

The firm is expected to submit a comprehensive draft evaluation report of maximum 40 pages (excluding annexes) answering all the evaluation questions confirmed in the final inception report, one each for the baseline, midline and endline evaluations. This will constitute a total of three separately for each stage of the evaluation. UNICEF will share the draft reports with all relevant stakeholders including the evaluation reference group and the regional office. Comments from the stakeholders will then be collected and provided to the firm for incorporation or amendment, as deemed necessary.

11.4 Final Evaluation Reports

The content, structure and quality of the three final evaluation reports, for baseline, midline, and endline evaluations, should meet the requirements of UNICEF standards (see annex 5). For the UNICEF evaluation reports standards¹⁴ please check here. UNICEF evaluation reports are expected to comply with and are assessed through the GEROS Quality Assessment System¹⁵, the evaluation team is expected to familiarize themselves and comply with the expected standards. Each final evaluation report containing the proposed content is expected to be a maximum of 60 pages.

In summary the firm is expected to:

Phase	Tasks and Deliverables
Evaluability assessment	Evaluability assessment report with recommendations for an appropriate evaluation design
Baseline assessment	Inception report with high standard methodologies per the ToR Fieldwork plan Conduct data collection Data entry, cleaning and analysis

14 <https://www.unicef.org/evaluation/media/816/file/UNICEF-Adapted-UNEG-Evaluation-Report-Standards.pdf>

15 <https://www.unicef.org/evaluation/global-evaluation-reports-oversight-system-geros>

	<p>Preliminary debriefing after fieldwork</p> <p>Draft evaluation report</p> <p>Final comprehensive report</p> <p>PowerPoint presentation including the final main findings and recommendations</p>
<p>Midline evaluation</p>	<p>Inception report with high standard methodologies per the ToR</p> <p>Fieldwork plan</p> <p>Conduct data collection</p> <p>Data entry, cleaning and analysis</p> <p>Preliminary debriefing after fieldwork</p> <p>Draft evaluation report</p> <p>Final comprehensive report</p> <p>PowerPoint presentation including the final main findings and recommendations</p>
<p>Endline evaluation</p>	<p>Inception report with high standard methodologies per the ToR</p> <p>Fieldwork plan</p> <p>Conduct data collection</p> <p>Data entry, cleaning and analysis</p> <p>Preliminary debriefing after fieldwork</p> <p>Draft evaluation report</p> <p>Final comprehensive report</p> <p>PowerPoint presentation including the final main findings and recommendations</p>
<p>Additional</p>	<p>Consult with UNICEF and other partners throughout the various stages of the assessment.</p> <p>Ensure high-quality implementation is achieved.</p> <p>Following the completion of data collection, cleaned raw data should be submitted to UNICEF at each phase.</p>

11.5 Quality Assurance

The company that will be awarded the evaluation contract is expected to assure the quality of the key milestone documents delivered by the evaluation team leader; the evaluation team leader is expected to assure the quality of the members' contributions. At the UNICEF level, the evaluation manager assures a first level of quality assurance of key deliverables (mainly inception and final reports) and shares them with the Regional Office for a second level of quality assurance. Once the deliverables are cleared, they are shared with the Evaluation Reference Group for commenting and feedback, as well as with other bodies such as the Programme Management Team (PMT) – inception report – and Country Management Team (CMT) – draft reports.

The ambition is to be able to compete, with the evaluation report, to the UNICEF Best Evaluation¹⁶, hence very high standard are sought.

12 Governance of the evaluation, reporting and supervision

The firm will report to the UNICEF Ethiopia Country Office Evaluation Manager. who will serve as the evaluation supervisor. The evaluation manager will be accountable to the country representative and will provide oversight and comprehensive quality assurance.

The programme sections will appoint focal points who will act as the primary liaison for their respective programmes with the evaluation manager and consultancy team. The focal points will be instrumental in providing required programme information (particularly programme documentation, ToC, indicators and monitoring data) to support the evaluation.

A Reference Group, composed of relevant UNICEF, donor, (possibly) government and other main stakeholders will be established to serve on an advisory capacity / to quality assure the process. The group will be engaged mainly to comment at key milestones moments such as draft evaluation ToR, inception report and draft final report. The members of the reference group agree on a ToR that outlines the group's role and responsibilities including the following:

- Provide inputs in the inception phase to influence the approach of the evaluation, and, where necessary, provide information and institutional knowledge as key informants.

¹⁶ <https://www.unicef.org/evaluation/best-evaluations>

- Participate in ERG meetings and workshops to review evaluation deliverables, provide feedback on emerging findings and co-generate lessons and recommendations. Gather inputs and facilitate links with wider stakeholders in their respective areas of influence
- Assist the evaluation team in accessing literature and documentation; establish communication with other key informants
- Review evaluation products (terms of reference, implementation plan, inception report and evaluation report) and provide written comments to the evaluation team through the evaluation manager.
- Advise on the recommendations of the evaluation to ensure that they are specific and actionable
- Facilitate dissemination of evaluation findings.

13 Selection of Evaluation Team

An LTA firm – pre qualified for the evaluation work by UNICEF global standards will be selected. Expected skills and qualifications.

Required: The international firm should have demonstrated experience in conducting impact evaluations using qualitative and quantitative approaches as well as participatory methods utilizing experimental, quasi-experimental or non-experimental options. The firm should have good experience in evaluating school-based integrated programmes encompassing sectors such as education, WASH, protection, climate, gender and addressing the needs of children in or out of school, living in challenging circumstances. The team leader must be an experienced evaluator and have an advanced degree (at least master, PhD preferred) in an education stream and at least 10 years of progressive experience conducting evaluations in this area. The international firm should partner with a reputable local firm/university for fieldwork and provide capacity building. The team leader should have a solid understanding of child rights, protection concerns, forcibly displaced children, pre-primary, primary and secondary education, MHH, WASH, climate change and disaster resilience, the SDGs pertaining to children facing multifaceted vulnerabilities as well as gender, inclusion, and development issues in Ethiopia, and be very familiar with qualitative and quantitative research methods in developmental context. The team should be fluent in written and spoken English.

Desirable: Experience conducting similar evaluations; excellent analytical and communication skills; ability to work in complex partnerships with researchers, government, and development partners.

The evaluation firm will have to ensure that any possible conflict of interest is assessed and avoided (for example by avoiding hiring evaluators who have been involved in the planning or implementation of the project). Moreover, the contractors are required to clearly identify any potential ethical issues and approaches, as well as the processes for ethical review and oversight of the evaluation process in their proposal.

UNICEF Ethiopia will be using an LTA to conduct this evaluation.

14 General Conditions: Procedures and Logistics

1. The firm will not be provided with lodging and/or meals.
2. The firm will work from its own office facilities.
3. UNICEF will not pay DSA in addition to the contract value to the consultants of the firm.
4. The firm should provide its own materials, i.e., computers, office supplies, etc.
5. The firm isn't authorized to have access to UNICEF transport.
6. The flight costs of the consultants working for the firm would be covered by firm.
7. Other transport costs of the consultants working for the firm would be covered by the firm.

15 Policy both parties should be aware of

1. Under the consultancy agreements, a month is defined as 21 working days, and fees are prorated accordingly. Consultants are not paid for weekends or public holidays.
2. All remuneration must be within the contract agreement.
3. No contract may commence unless both UNICEF and the consultant or contractor sign the contract.
4. For international consultants outside the duty station, signed contracts must be sent by fax or email. A signed contract copy, or written agreement must be received by the office before Travel Authorization is issued.
5. Consultants will not have supervisory responsibilities or authority on UNICEF budget.

16 Intellectual property rights

All intellectual property rights in the work to be performed under this agreement shall be vested in the (GOE and UNICEF), including without limitations, the right to use, publish, translate, sell or distribute, privately or publicly, any item or part thereof. The (GOE and UNICEF) hereby grants to the Recipient Organization a non-exclusive royalty-free license to use, publish, translate and distribute, privately or publicly, any item or part of the work to be performed under this Agreement for non-commercial purposes upon approval of UNICEF for each publication or use. Neither the Recipient Organization nor its personnel shall communicate to any other person or entity any confidential information made known to it by (GOE and UNICEF) during the performance of its obligations under the terms of this Agreement nor shall it use this information to private or company advantage. This provision shall survive the expiration or termination of this Agreement. The core reports will be issued by the evaluation firm noting in the acknowledgements sections institutions and persons who have made major contributions to their authorship. Once the official report is cleared, consultants will be free to work further on those papers for publication in peer reviewed journals upon consultation and approval from UNICEF. Consultants will provide the steering committee members with raw data, corrected/verified data once cleaned and programming files that permit replication of results from an assessment report.

Data collected for the assessment is the property of the Government of Ethiopia and UNICEF country programme. Master versions of the data, coding protocols and programming code permitting replication of results of core assessment reports will be kept by the programme. Copies of the data will be distributed to researchers with the permission of the steering committee with a view to helping to disseminate learning derived from the data sets.

ToR prepared, Reviewed and Approved by

	Prepared by	Reviewed by	Reviewed by	Reviewed by	Approved by
Title	Evaluation officer	Education Specialist	Child Protection Specialist	WASH Specialist	Evaluation Manager
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Annex 2: Integrated Project Theory of Change

<p>IMPACT</p> <p>Forcedly displaced (FDC) and host community children have enhanced self-reliance through education, reduction of vulnerability, intercommunal integration, and inclusion of the FDC in the national and regional service delivery systems.</p>			
<p>OUTCOME</p> <p>Improved enrollment and learning at pre-primary, primary and secondary education of FDC and host community children in climate resilient and gender equality promoting & protective environment.</p> <p>OUTCOME INDICATORS</p> <ol style="list-style-type: none"> 1. Proportion of female and male FD and HC learners who report feeling safe, included, and protected (defined as free of all forms of School Related Gender Based Violence (SRGBV). 2. In school disaster risk reduction strategy in place and implemented in line with national disaster risk reduction strategy 3. Gender Parity Index (GPI) for primary, middle, and secondary schools in target schools 4. Gross Enrolment Ratios at pre-primary, primary and secondary in the targeted woredas 5. Proportion of learners who achieved minimum level of reading proficiency and arithmetic at grade 3 as set in the curriculum. 			
<p>OUTPUTS</p>			
<p>OUTPUT 1: Quality learning accessed.</p> <p>Children have access to protective, inclusive and climate responsive learning environment that ensure access to quality learning.</p> <p>INDICATORS</p> <ol style="list-style-type: none"> 1. # of teachers and education leaders capacitated in LtP, MHPSS, TaRL, gender sensitive pedagogy, inclusive education, and climate change. 2. # of schools supported with WASH facilities. 3. # of girls and boys enrolled in formal or non-formal education through UNICEF support (disaggregated by pre-primary, primary, secondary, gender and disability, Refugee, IDP and host community) 4. # of girls benefited from protection and other gender related services such as MHH and SRGBV reporting points through gender clubs. 		<p>OUTPUT 2: Community structures strengthened</p> <p>Community structures strengthened to promote climate responsive, socially cohesive, and positive parenting for equitable, gender responsive and inclusive demand for education of their children.</p> <p>INDICATORS</p> <ol style="list-style-type: none"> 1. # of parents and community leaders reached with structured community conversation and other SBC interventions to address VAC/gender norms, climate change and promote playful environments in the home/villages. 2. # of social workers/Community Care Coalitions trained on the National Case Management Systems (Case Identification, assessment, care planning and services like MHPSS), & climate change -induced vulnerabilities. 3. % of community members embracing inclusion of refugees in mainstream education, girls' education, and disability inclusion. 4. Presence of community level DRR plans 	<p>OUTPUT 3: Multisectoral collaboration fostered.</p> <p>Multi-sectoral partnerships fostered to leverage strengths and resources leading to creative solutions for a more holistic approach of enhancing learning experiences and outcomes.</p> <p>INDICATORS</p> <ol style="list-style-type: none"> 1. # of evidence generation and research pieces developed. 2. # of regional and global opportunities, platforms, and advocacy/policy fora where evidence/lessons of the joint LF-MFA-GF-UNICEF initiative (or of selected focus area) is disseminated. 3. Functional cross sector collaboration/referrals and joint planning, implementation and reporting among the key sectors (Education, Health, Social Affairs, Water Bureau, & Academia).

Annex 3: Results Framework

Impact	Forcedly displaced (FDC) and host community children have enhanced self-reliance through education, reduction of vulnerability, intercommunal integration, and inclusion of the FDC in the national and regional service delivery systems.	
Outcome	Improved enrolment and learning at pre-primary, primary and secondary education of FDC and host community children in climate resilient and gender equality promoting & protective environment.	
Outcome indicators	1	Proportion of female and male FD and HC learners who report feeling safe, included, and protected (defined as free of all forms of school related gender-based violence (SRGBV)).
	2	In school disaster risk reduction strategy in place and implemented in line with national disaster risk reduction strategy
	3	Gender Parity Index (GPI) for primary, middle, and secondary schools in target schools
	4	Gross Enrolment Ratios at pre-primary, primary and secondary in the targeted woredas
	5	Proportion of learners who achieved minimum level of reading proficiency and arithmetic at grade 3 as set in the curriculum.
Output 1	Children have access to protective, inclusive and climate responsive learning environment that ensure access to quality learning	
Indicators	1	# of teachers and education leaders capacitated in LtP, MHPSS, TaRL, gender sensitive pedagogy, inclusive education, and climate change.
	2	# of schools supported with WASH facilities.
	3	# of girls and boys enrolled in formal or non-formal education through UNICEF support (disaggregated by pre-primary, primary, secondary, gender and disability, Refugee, IDP and host community)
	4	# of girls benefited from protection and other gender related services such as MHH and SRGBV reporting points through gender clubs.
Activities	1	Build the capacity of school leaders/pre-primary administrators and PTAs to support (mentor and coach) and supervise (teachers to deliver quality and play based learning, including socio-emotional learning
	2	Support teachers and schools to facilitate smooth transitioning between pre-primary and primary education
	3	School management and PTAs support to mainstream disability inclusion to the school
	4	Provision of necessary materials for schools (desks, small chairs, shelves, tables and blackboards to schools)
	5	Support for the production and Provision of locally produced ECE learning and play materials (Provision of indoor and outdoor learning and play materials for pre-primary and primary students, as well as light Scholastic materials (i.e., pens, notebooks, Play boxes [transportation])
	6	Provide supportive learning materials/assistive devices for children with disabilities

	7	Support/Establish community-based pre-primary program (Satellite ECE centre) for out-of-school children
	8	Social and behaviour change communication programme for demand creation on pre-primary and primary education, including engaging caregivers and community member on back-to-school activities throughout the year
	9	Strengthen the rollout of safer schools (free from Violence) through gender clubs, linkages with case management and life skills training on assertiveness to report violations.
	10	Roll out of the TeamUp in Schools targeting children 7-12
	11	Rehabilitate damaged schools due to conflict and other natural disasters ensuring accessibility for CWD
	12	Train schools for establishing/ strengthening gender clubs
	13	Provide dignity kits for adolescent girls in case of menstruation happening while in school
	14	Enhance SRGBV prevention and response through training of schools (2 participants from each school)
	15	Support the provision of accelerated learning programmes for out-of-school primary-aged children
	16	School safeguarding activity (construction of school solid waste disposal pits and greenification/ tree plantation and gardening).
	17	Train schools on climate resilience/CEED
	18	Train teachers on the new curriculum, Gender Responsive Pedagogy including training on inclusive education and teaching at the right level (TaRL)
	19	Train schools to deliver life skills education
	20	Rehabilitation of sanitation facilities in schools which entail, availability of MHH cubicles, Gender segregated toilets, teachers' toilet and Hand Washing facilities
	21	Gender-responsive school environment, initiatives focused on MHM, WASH, and GBV which include establishment of supply chain for pads and underwear's, behaviour change activities, designs for various disabilities, development of counselling guides etc
Output 2		Community structures strengthened to promote climate responsive, socially cohesive, and positive parenting for equitable, gender responsive and inclusive demand for education of their children.
Indicators	1	# of parents and community leaders reached with structured community conversation and other SBC interventions to address vac/gender norms, climate change and promote playful environments in the home/villages.
	2	# of social workers/Community Care Coalitions trained on the National Case Management Systems (Case Identification, assessment, care planning and services like MHPSS), & climate change -induced vulnerabilities.
	3	% of community members embracing inclusion of refugees in mainstream education, girls' education, and disability inclusion.
	4	Presence of community level DRR plans

Activities	1	Build capacity of community structures and parents/caregivers to create a protective and nurturing environment. (free from GBV, VAC, harmful practices) and linkages with climate change and gender equality
	2	Build the capacity of Social Workers to deliver specialist case management and MHPSS services
	3	Mobilise communities to send back children to school including CWD.
	4	Work with communities to develop and implement DRR plans
	5	Rehabilitation/solarization of water systems in the community that support schools which include assessments, designs, costing, construction, supervision, O&M and sustainability/system strengthening
Output 3		Multi-sectoral partnerships fostered to leverage strengths and resources leading to creative solutions for a more holistic approach of enhancing learning experiences and outcomes.
Indicators	1	# of evidence generation and research pieces developed.
	2	# of regional and global opportunities, platforms, and advocacy/policy fora where evidence/lessons of the joint LF-MFA-GF-UNICEF initiative (or of selected focus area) is disseminated.
	3	Functional cross sector collaboration/referrals and joint planning, implementation and reporting among the key sectors (Education, Health, Social Affairs, Water Bureau, & Academia).
Activities	1	Undertake joint monitoring visits to project locations by UNICEF, regional relevant sectors and CSO partners
	2	Organize quarterly review meetings between relevant government bureaus, UNICEF and others
	3	Research and learning component exploring the effectiveness of integrated programme approaches for safe learning in emergency/humanitarian, fragile and crises contexts
	4	Documentation and dissemination of best practices
	5	Synergised learning, evidence and thought leadership (ESARO)
	6	Provide technical support in harnessing coordination, collaboration among key government sectors of education protection, WASH
	7	Finalisation of the MEAL Plan
	8	Conduct Baseline, midline and endline assessments

Annex 4: Table of contents for an inception report

List of Acronyms

1. Introduction
2. Evaluation Context
 - 2.1 National Context
 - 2.2 UNICEF Programme in Country/Region
3. Evaluation Purpose
4. Evaluation Objectives
5. Evaluation Scope
 - 5.1 Thematic Scope
 - 5.2 Geographic Scope
 - 5.3 Chronological Scope
6. Evaluation Framework
 - 6.1 Evaluation Matrix
7. Methodology
 - 7.1 Evaluation Approach
 - 7.2 Data collection methods and tools
 - 7.3 Sampling strategy
 - 7.4 Data analysis and quality assurance
8. Dissemination and Communications Strategy
9. Evaluation Workplan
10. References
11. Annexes

Annex 5: Table of contents for a final evaluation report

List of Acronyms

1. Title page
2. Table of contents
3. Executive Summary, including the purpose of the evaluation, key findings, conclusions and recommendations in priority order (3-4 pages)
4. Background/context of the evaluation, including a description of project interventions, log frame/results matrix (Theory of Change), if available
5. Purpose and objectives of the evaluation
6. Scope of the evaluation
7. Limitations and mitigation strategies
8. Evaluation criteria and key questions
9. Methodology (including ethical review)
10. Findings per criteria
11. Lessons learned
12. Conclusions and recommendations, explicitly linked to the findings