

Annex A Facts and Figures

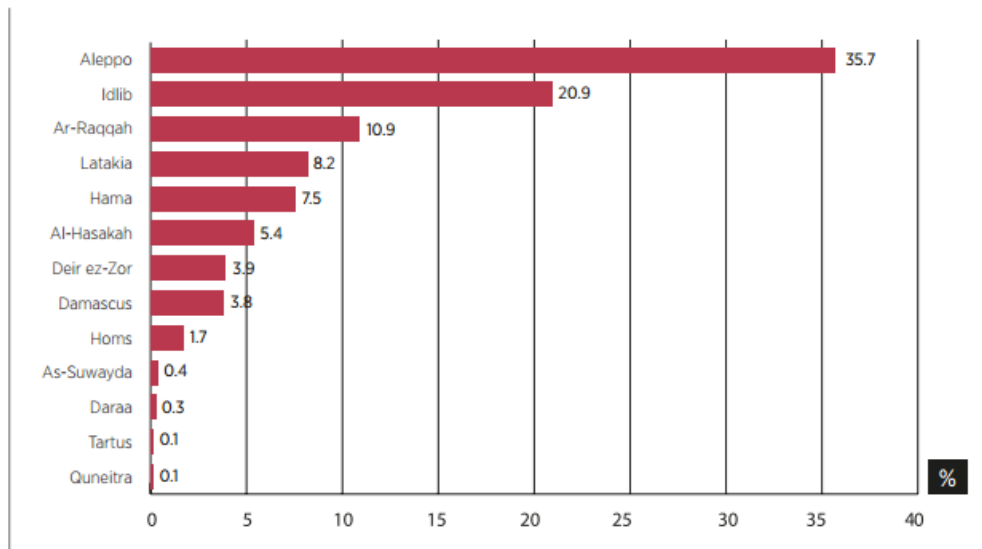
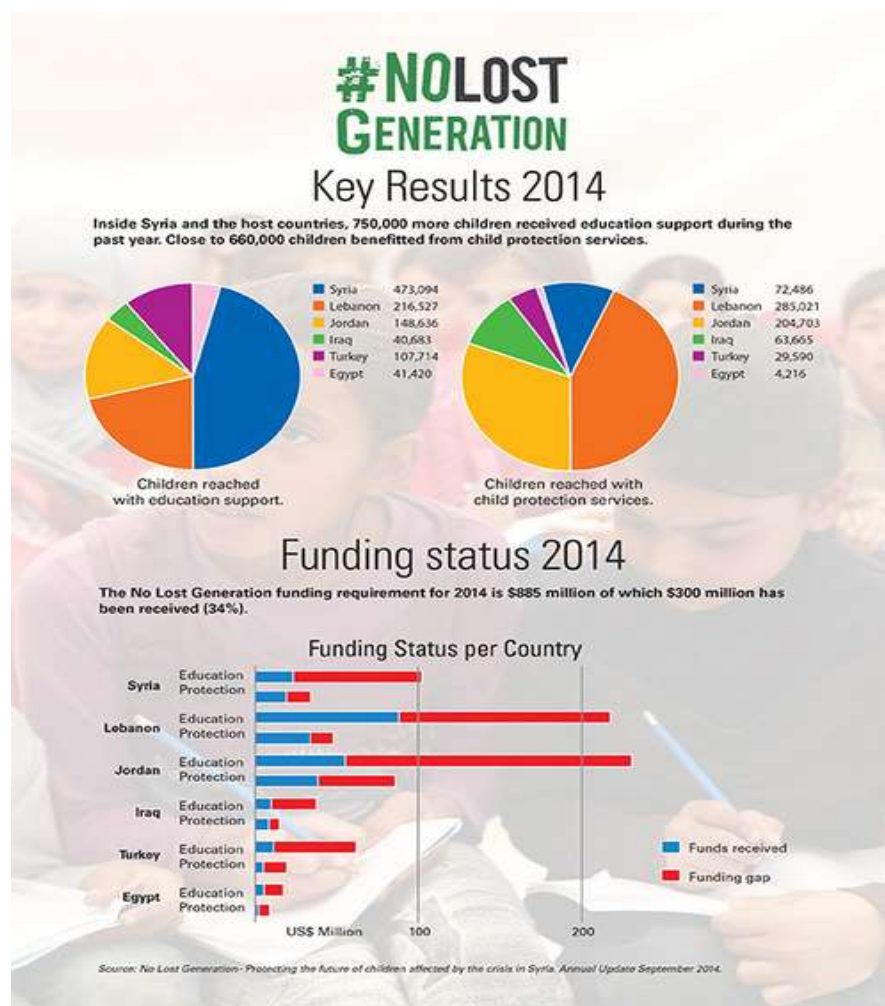


Figure: Provinces where Syrian refugees come from (Aleppo is the largest city in Syria with a population of 4.6 million so it has the highest %) Source: AFAD, 2014



Source: No Lost Generation website: <http://nolostgeneration.org/situationtoday>
Accessed 10th June 2015

COUNTRY	2014 NLG FUNDING REQUIREMENT	FUNDS RECEIVED in 2014	% FUNDED
LEBANON	266,916,338	136,914,801	51%
JORDAN	317,508,444	105,444,595	33%
SYRIA	137,949,983	66,533,747	48%
TURKEY	82,212,036	28,339,169	34%
IRAQ	53,160,297	24,967,812	47%
EGYPT	26,938,077	10,047,506	37%
ALL COUNTRIES	884,685,175	372,247,631	42%

**RRP 5 final report
(January – December 2013)
Achievements**

PROTECTION (including child protection)

560,129 Syrian refugees registered

19,704 refugee children in camps reached with activities facilitated by youth workers

657 volunteers trained by youth workers to conduct activities with youth and children

630 camp officials, social workers and Syrian women trained on psychosocial support & SGBV

519 Government officials trained on international protection

15,503 refugees in camps provided with safe and secure transportation assistance

33 stranded migrants completed rapid screening, registration and fitness-to-travel checks and were assisted to repatriate back to their countries of origin

EDUCATION

80,733 children supported with education supplies and clothing for school

2,004 teachers trained in Child Friendly Education and INEE standards

Vocational training centers in **16** camps provided with vocational training materials

1,031 Syrian students supported to complete intensive Turkish classes to enable them to apply for university

HEALTH

Health sector coordination established

5,850,000 polio vaccines provided to the Ministry of Health (MoH)

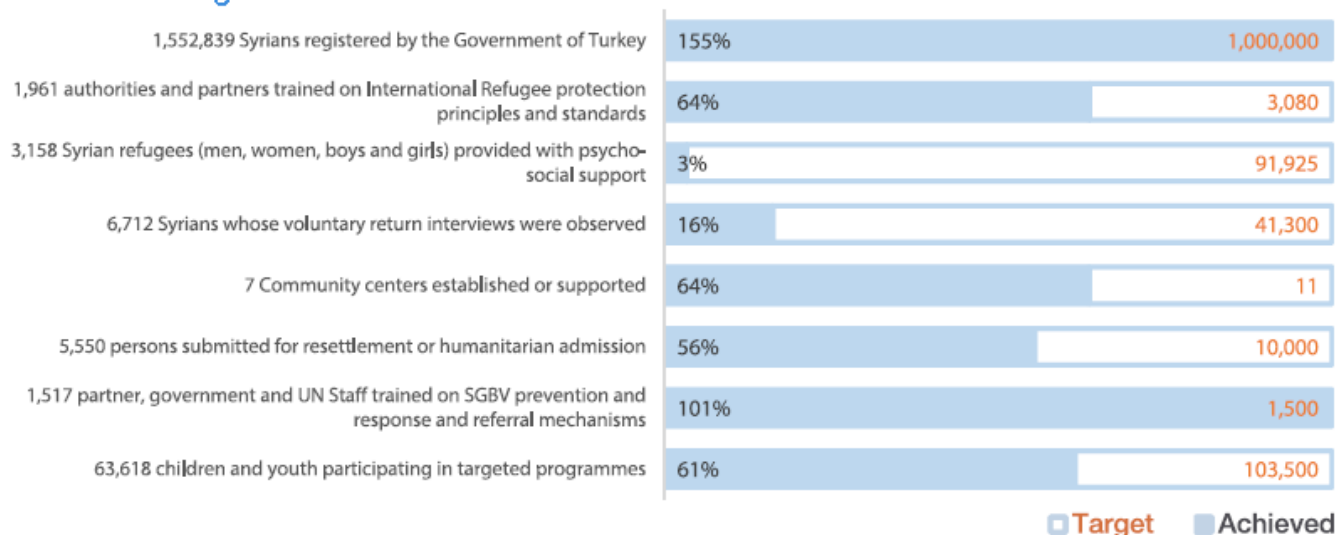
116,000 family hygiene kits distributed to refugees in camps

5,000 doses of glucantime for treatment of cutaneous Leishmaniasis provided to the MoH

RRP 6 (January – December 2014) Achievements

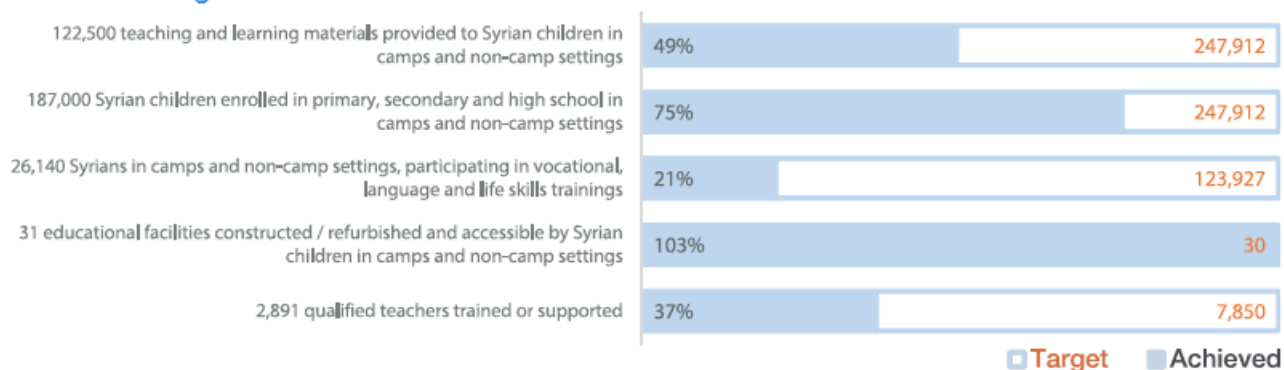
PROTECTION (including child protection)

Achievements against RRP6 Indicators



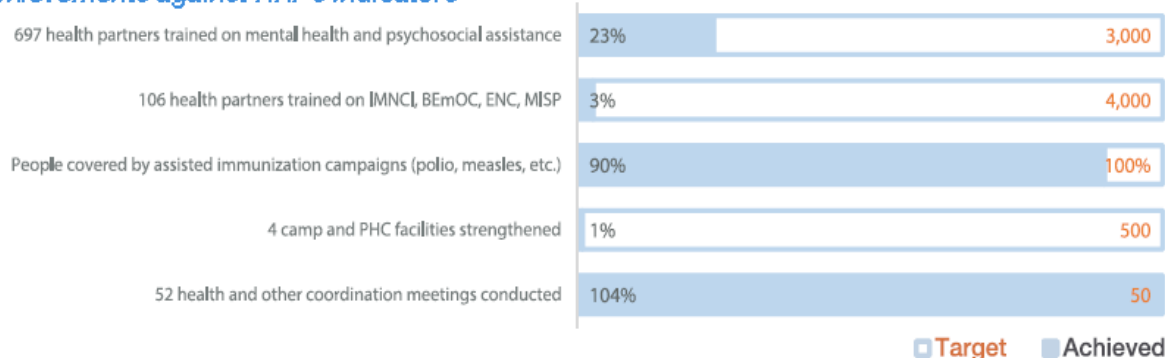
EDUCATION

Achievements against RRP6 Indicators



HEALTH

Achievements against RRP6 Indicators



<u>UNICEF Achievement in Education</u>				
OUTPUT	NUMBER (AS OF END MARCH 2015)	BENEFITTING NO OF STUDENTS (where appropriate)	NUMBER (AS OF END JUNE 2015)	BENEFITTING NO OF STUDENTS END JUNE 2015 (where appropriate)
School-aged children in schools/ learning programmes				Currently MONE reports 215,000 Syrian children in total enrolled in Turkish schools and TECs in host communities and camps
Number of students enrolled in UNICEF supported schools		90,146¹		99,766
Syrian Teachers trained				
First training of teachers "Continuation of education during emergency and coping with adverse conditions" and included lesson planning, classroom management, Code of Conduct (conducted in 2013-2014) ²	2,850			
Second Training (x 2 groups) - Psychosocial Support (conducted in 2015)	5,006		11,000³	
Training courses for teachers given	2			

¹ No gender disaggregation could be ascertained

² There appears to be no gender disaggregation of these figures

³ 6,500 additional teachers trained in the second training (with some possible from first training) making an approximate cumulative total of 11,000

Schools/TECs constructed (pre-fabricated classroom building)	Camp 12	Non camp 16	30,240⁴	Cam p 13	Non cam p 18	36,720⁵
Other schools or buildings rehabilitated	0					
Education facilities constructed/refurbished combined	42⁶			45		
Libraries constructed	Camp 21	Non camp	25,000 children of 1 to 6 grades.	Cam p	Non cam p	
School furniture/equipment supplied			29,160			
Schoolkits (stationery and school bags) supplied			104,860			
Early Learning kits supplied	50 kits (delivered to pre-schools and CFSs in all camps)		5,000 children ⁷			
Teachers receiving incentives with UNICEF support	3,534		Estimated 123,690 Syrian students ⁸	4,637 teachers (2,367 in Host communities, and 2,270 in camps)		Estimated 162,295 Syrian students ⁹

⁴ 1 story 12 classroom unit supports 1080 students double shifted; 2 story 24 classroom unit supports 2160 students double shifted

⁵ 1 story 12 classroom unit supports 1080 students double shifted; 2 story 24 classroom unit supports 2160 students double shifted

⁶ There has not been any rehabilitation work of school facilities only pre-fab construction and refurbishment (e.g., school furniture and equipment). Based on the PAPs, it is intended that UNICEF will support light renovation work (e.g., painting, minor fixing, etc).

⁷In principle, ECD Kits benefit up to 100 children per kit

⁸ Using a 35/1 students/teacher ratio

⁹ Using a 35/1 students/teacher ratio

Turkish Language courses		Camp >2,000	Non camp		
Life skills programmes/courses¹⁰					
Policies influenced directly (formally, through invited comments or drafts provided; informally)				Support to grade 12 exam ¹¹ benefitting 8,000 children and influencing further development on accreditation and certification process	
Systems /mechanisms directly supported	<ul style="list-style-type: none"> • National Education Circular • Budget exercise for Syrians in Turkey • Education Management Information System for Foreigners (YOBIS) • Education Personnel Management Strategy • Provincial Action Plans (PAPs) 				

¹⁰ This will be addressed through the Informal/Non-formal Education Programmes in partnerships with NGOs (PCAs).

¹¹ As Turkish schools are 12 year compulsory, TECs also offer up to grade 12.

Provincial Action Plans supported	5	170 047 (Syrians) 182 516 (Syrians with vulnerable Turkish children)	7	184 480 (Syrians) 198 172 (Syrians plus vulnerable Turkish children)
Needs assessments	5 (through Provincial Action Plans)		7 (through Provincial Action Plans)	

Annex B Timeline for the UNICEF Turkey Syrian Refugee Response

DATE	EVENT
February 2011	Non-violent protest begun in Syria
April	First Syrian Refugees crossed to Turkish border
July	First UNICEF visit to camps as a part of the UN mission
October 2011	Turkey declared in open door policy towards refugees fleeing Syria and extended to them a legal framework known as “temporary protection.”
2011	Throughout 2011 in all camps the GoT ensures education – at primary and secondary level - for all Syrian nationals under temporary protection. In Oncupinar/Kilis and Hatay camps, post-secondary education is also provided to adolescents. In all camps, kindergarten facilities are also available.
2011	2011-12 school year in the Syrian refugee camps the Turkish national curriculum was implemented and classes were delivered in the Turkish language, with the support of Arabic interpreters
February 2012	Tools developed and proposal submitted to AFAD to do a Joint Education / Protection needs assessment in camps on the situation of children in camps but did not receive authorization from AFAD.
April	First Joint mission in Education with UNHCR to Kilis camp
March	Role of UNICEF on the RRP3: Protection of children and youth by responding to the protection needs of all affected children and youth (Objective 4). Regional Response Plan 3 only includes authorisation for interventions in camps
September	In the revision of the RRP in September 2012, UNICEF, with agreement of GoT, was granted permission to assist with curriculum, teacher recruitment and training, certification of learning, catch up classes in Turkish, Arabic and other subjects, school supplies, early childhood education, and “integration of self-settled refugee children in Turkish schools” (RRP -2nd revision Sept 2012.) It was agreed that support was needed in communities as well as camps.
October	UNICEF and UNHCR made a joint field visit to two camps. (Joint UNHCR/UNICEF Education Mission Turkey, Kilis and Islahiye Camps October 8-9 2012 Report and Recommendations).
End 2012	Regional Response Plan 4 is launched for the period of January to June 2013 and includes authorisation for interventions in camps
End 2012	EU funded project is developed by UNICEF for \$6,022,407 for 18 months.
2013	Emergency Thematic Grant Received (Valid to 31.12.2015)
2013	BPRM Grant Received (Valid to 31.03.2014)
2013	Emergency EU Received (Valid to 21.03.2015)

January 2013	UNICEF's Executive Director activated the Organization's Level 3 Corporate Emergency, subsequently extended until 18 February 2015 Separation of UNICEF's regular and emergency programmes
February 2013	Arrival of Emergency Coordinator and M&E Specialist. Meeting on 26 February 2013 in TCO in Ankara between AFAD Director Dr. Fuat Oktay and UN representatives to start a big project to help for education and social activities of all school-aged children mainly within the camps. This meeting first time emphasised the needs of the children outside camps, and began the conversation of UNICEF constructing schools
March 2013	EU Project for CFS was accepted GoT indicates that it would accept support from UN in non-camp settings
April 2013	Establishment of the Gaziantep Field Office with recruitment of Child Protection Officer and two Field Coordinators in Gaziantep as well as a Communication Officer in Ankara
June 2013	Regional Response Plan 5 is launched to cover the last six months of 2013 and the first time Syrians living in the host communities were mentioned explicitly in the planning document approved by the Government of Turkey Proposal is developed for DFID specifically to address education, health and nutrition for Syrians living in host communities. Agreement is reached in September and funds disbursed in November for a two year program. Programming for UNICEF in the host community begins end of 2013
July 2013	Arrival of EiE Specialist in Ankara Agreement with the Kızılay is signed to establish CFSs The launch and approval of the Regional Response Plan 5 in July 2013 by the Government of Turkey (GoT) opened the possibility for UN agencies to begin programs for Syrians living in host communities in Turkey Training on the Minimum Standards for Education in Emergencies for all 1,232 Syrian camp teachers and teaching personnel. Seven training sessions were held, one in Hatay, three in Gaziantep and three in Sanliurfa
August 2013	CFSs established in 16 camps For the school year 2013-2014, the Syrian curriculum was revised by the Syrian Education Committee (SEC) - under the auspices of the Syrian National Coalition (SUKO).
September 2013	MoU signed between MoNE & UNICEF and the first official Government/UN meeting on education held in Gaziantep The No Lost Generation initiative (NLGI) was launched at UNGA in September 2013 by Tony Lake, UNICEF's Executive Director, Justine Greening, UK's Secretary of State for International Development, and Kristalina Georgieva, EC Commissioner for Humanitarian Assistance.
October 2013	UNICEF, in close collaboration with MoNE, rolled out a teacher training programme to 20 camps reaching 2,158 teachers

November 2013	Resignation of Child Protection officer (Gaziantep)
	<p>The first round of the polio campaign was completed between the 18 and 24 Nov</p> <p>The first information-sharing meeting with NGOs in Sanliurfa on education needs of Syrian children</p> <p>Launch of Teacher Trainings, Code of Conduct and incentives for teachers in the camps (until 2014)</p>
December 2013	<p>Regional Response Plan 5 final report produced and Regional Response Plan 6 launched for the period of January to December 2014. The development of the RRP6 was the first plan developed by sector working groups (all UN agencies)</p> <p>The first DCT was issued to YTB for Turkish TOMER courses in the camps</p>
2014	Norway grant received (Valid to 31.12.2015)
2014	BPRM Grant Received (Valid to 30.06.2015)
2014	Kuwait Grant Received (Valid to 30.04.2015)
2014	ECHO Grant Received (Valid to 31.12.2015)
January 2014	<p>Resignation of two field coordinators (Gaziantep) (one was in December 2013)</p> <p>Education Working Group composed of UN agencies and government agencies established and start to meet monthly for coordination of activities for education of Syrian children</p> <p>A code of conduct was developed for all Syrian teachers in camps and all teachers signed the code of conduct during the second round of training conducted in late 2013/early 2014.</p>
February 2014	Arrival of Monitoring and Evaluation Specialist (change in contract from stand-by partner to staff)
March/April 2014	Arrival of two new Field Coordinators in Gaziantep and new structure is created for Field Office (one Field Coordinator reporting to the other rather than on the same level).
	<p>EiE Officer recruited and deployed to Gaziantep</p> <p>Arrival of Emergency Supply and Procurement Officer</p> <p>A Training of Trainers (ToT) was organized in Gaziantep on the 21st and 22nd of March for 80 Syrian and Turkish trainers.</p> <p>UNICEF Turkey submitted a further concept note to UKAID for additional funds for education and child protection in host communities</p> <p>A third round of teacher training was conducted reaching 2,755 teachers</p>
April 2014	<p>ECD Consultant to EiE programme contracted to identify ECD needs in camps and HCs</p> <p>Official establishment of the Directorate-General of Migration Management (DGMM) and implementation begins of the Temporary Protection Legislation. Direct responsibilities of Line Ministries vis a vis the Syrian refugees was clarified and responsibilities enhanced</p>
	<p>EiE Consultant for Teacher Management and Compensation arrives</p> <p>New Child Protection Officer recruited in Ankara</p>

May 2014	Teacher Trainings in camps commence
June 2014	The first pilot training for teachers working in the non-camp schools was conducted between the 25th and the 27th of June 2014. One hundred and seven teachers were trained from 6 non-camp schools from 3 provinces (Adana, Sanliurfa and Mardin).
July 2014	PCA agreement signed for activities responding to child protection, health and nutrition needs for Syrians living in the host communities with International Medical Corps for one year EiE Specialist from Ankara departs and recruiting for replacement begins while Surge replacement cover
August 2014	Health and Immunization Specialist as well as two Supply and Procurement Officers start in Ankara while Nutrition Expert on Surge arrives. Number of refugees from Iraq's Yazidi minority fleeing to Turkey rises to 16,000 Meeting to discuss the draft regulation on MoNE circular for education of Syrian children (22 August)
September 2014	New EiE Specialist in Ankara arrives as well as Supply Assistant on surge for two months Migration influx started from Kobane to Suruç. As a result of intensified conflict and after ISIS has taken over more than 21 Kurdish villages in Syria's Kobane region and more than 4,000 Syrians crossed into Suruç (Turkey) on 19 Sept UNICEF, in coordination with TRC, immediately dispatched High Energy Biscuits from prepositioned stocks in Gaziantep on 19 Sept The number of Syrians who crossed into Turkey increases to 100,000 according to AFAD statements on 20 Sept District Governor (DG) of Suruc, the number of Syrian-Kurdish civilians who crossed the border increased to 120,000 by 21 Sept UNICEF provided Syrians who recently crossed into Turkey with 5,874 boxes of HEB, 92,000 bags baby diapers, 10,000 bags baby hygiene sets, 35,000 sets of underwear, 30,000 set of thermal undergarments and 10,000 bags of adult diapers (distribution through TRC) Turkoğlu Danışmanlık contracted for the provision of International Consultancy for YOBIS (Education Management System) to register the educational information of school aged children and teachers (9 September) Civil Engineer contracted to monitor school construction work undertaken by AFAD through DCT mechanism (15 September) MoNE issued a circular to regulate the education services for children under temporary protection in Turkey AFAD Nutrition survey in the following provinces: Urfa, Konya, Gaziantep, Hatay, Kilis, Adana, Mersin, Mardin, and Istanbul Turkoğlu Danışmanlık contracted for the provision of International Consultancy for YOBIS (Education Management System) to register the educational information of school aged children and teachers (9 September)

	<p>Civil Engineer contracted to monitor school construction work undertaken by AFAD through DCT mechanism (15 September)</p> <p>MoNE issued a circular to regulate the education services for children under temporary protection in Turkey</p>
October 2014	<p>Emergency Coordinator departs and Surge covers during recruitment</p> <p>First CFSs in host community established in cooperation with IMC in Gaziantep and Istanbul</p> <p>Orientation meeting in Adana chaired by Deputy Undersecretary to introduce MoNE circular to the provincial education directors of 11 priority provinces</p>
November 2014	<p>Establishment of the CFSs in host communities in the MSC of ICM & ASAM cooperation</p> <p>A mission regarding the Syria Curriculum and Certification Initiative (SCCI) from MENARO to Ankara and Gaziantep (20-21 November)</p> <p>Detailed Temporary Protection Regulation is released, and gives clearer guidance on the role of DGMM and other actors</p> <p>Protocol between UNICEF-MONE-PTT regarding provision of teacher incentives is signed (6 November)</p> <p>Education Personnel Management Strategy finalized and submitted to MoNE for approval</p> <p>Arrival of MRM Coordinator in Gaziantep</p> <p>Distribution of ECD kits to 22 preschools and 27 CFSs in the camps</p> <p>Formal WASH Working Group (WG) has been set up by UNICEF with support of CARE International with the first UNICEF/CARE co-chaired WASH WG meeting on 21 Nov 21</p>
December 2014	<p>Regional Refugee and Resilience Plan (RRP6) 2015-2016 finalized and published</p> <p>Integration of UNICEF Emergency and UNICEF Regular programming sections</p> <p>New Chief of Education arrives</p> <p>UNICEF/ UNHCR meeting with International NGOs in Gaziantep for Alternative Education Opportunities for Syrian Children (3W Matrix, Information Sharing over MoNE Circular, 3RP, etc.)</p> <p>Budgetary Exercise and Roadmap Meeting for expenditures on the education needs of Syrian Children under temporary protection in Turkey</p> <p>ToT for Psychosocial Teacher Trainings in Ankara for Syrian volunteer teachers</p> <p>AFAD issued a circular focusing on coordination of the services provided to foreigners under temporary protection</p> <p>First version of the YOBIS main application was completed</p>
2015	<p>Japan grant received (Valid to 29.02.2016)</p>
2015	<p>Canada grant received (Valid to 31.03.2016)</p>
January 2015	<p>As of 5 Jan a total 194,290 Syrians have come into Turkey from Kobani</p> <p>First teacher incentives payment received by teachers through PTT modality</p>
February 2015	<p>Şanlıurfa CFS established by Kızılay</p>

March 2015 Family trainings have started in a couple of camps
As of March 2015, YOBIS has been fully developed with reporting
features under finalisation.
29 Syrian teachers were trained as master trainers for PSS. They in turn
trained more than 3,400 teachers from the camps (cumulative).

Annex C Evaluation Terms of Reference

Independent Evaluation of UNICEF's Response to the Syria Refugee Crisis in Turkey 2012-2014

1. BACKGROUND

1.1 Starting from non-violent protests in February 2011, the crisis in Syria accelerated into an all-out conflict inflicting untold suffering and hardship on civilian populations, resulting in 6.7 million children living in dire conditions. Spiralling levels of violence and displacement to this day continue to tear apart the fabric of Syrian society, creating one of the largest refugee crises in recent years. The ALNAP hosted Syria CALL portal provides core documentation with respect to the background to the crisis, political, social and economic dimensions, a crisis timeline, situation analysis and other information relevant to the crisis.¹²

1.2 During 2012, due to the escalating nature of the crisis in Syria, the scale and breadth of the humanitarian needs of those seeking refuge in Turkey rose significantly. In January of 2012, there were 9,500 Syrians in camps inside Turkey which grew to 220,956 by the end of May 2014, meaning more than a 20-fold increase over the period. The total Syrian refugee population in Turkey (both in and outside of camps¹³) is currently estimated at 1,655,839 of which 1,552,839 are registered and a total of 223,921 are living in camps¹⁴ largely in provinces in southern Turkey (see map below).

1.3 Throughout this period, the Government of Turkey provided for all of the basic needs of those in the camps including water and sanitation, health facilities, education, food and NFIs¹⁵. However the exponential growth in the number of Syrians seeking protection in Turkey led the Government of Turkey (GoT), in mid-2014, to request the additional assistance of the United Nations (UN) and international donors¹⁶. The Government, through the Prime Ministers Disaster and Emergency Management Presidency, known by its Turkish acronym AFAD, leads and coordinates the emergency response. In April 2014 a new law on Foreigners and International Protection came into force – under the administration of a new unit, Directorate General of Migration Management, within the Ministry of the Interior. The main governmental responsibility for the Syrian refugees is shared between these two bodies (AFAD and DGMM) in collaboration with the relevant Ministries. UNHCR has also played an important role in supporting overall coordination of the refugee response. A number of

¹² <http://www.syrialearning.org/>

¹³ A large proportion of those living outside of camps are living in urban areas.

¹⁴ <http://data.unhcr.org/syrianrefugees/country.php?id=224> last updated 31 Dec 2014

¹⁵ The Government of Turkey is estimated to have provided financial resources of more than 2 billion usd to date. <http://unicef.org.tr/sayfa.aspx?id=72&mnid=134&d=1&dil=en>

¹⁶ In many cases the number of refugees being hosted in local communities exceeds that of the indigenous communities.

documents have provided the strategic framework for the response in Turkey notably, from 2012 onwards, AFAD Strategic Plan 2013-2017 and related circulars and regulations - and UN regional response plans (RRPs 3,4,5 for shorter periods and more recently the RRP6 covering 2015/16). See the timeline and annotated bibliography in Annex.

1.4 In response to the deteriorating situation in Syria and the sub-region, UNICEF declared the overall crisis – including the situation in Turkey – a modified Level 3 (L3) Corporate Emergency in January 2013¹⁷. UNICEF has from 2012 mounted a substantial and costly response operation in Turkey, reflecting the middle-high income context and the exponentially growing scale of needs. Since 2012, UNICEF has appealed for nearly US\$ 1.36 billion in total for the Syria Crisis response in the sub-region, as part of the wider UN appeal process¹⁸. The UNICEF Turkey Country Office has received US\$ 51.3 million to fund the emergency programming in education, child protection and youth, health and nutrition - initially in camp settings but more recently, at the request of the Government, in host communities. See Annex 3 – UNICEF Interventions. Responders, including UNICEF, have faced a number of challenges including inter alia lack of sufficient data on the needs of refugees (particularly in host communities), difficulties in extending Turkish services to an Arabic speaking refugee population, lack of registered NGO/implementing partners, etc.

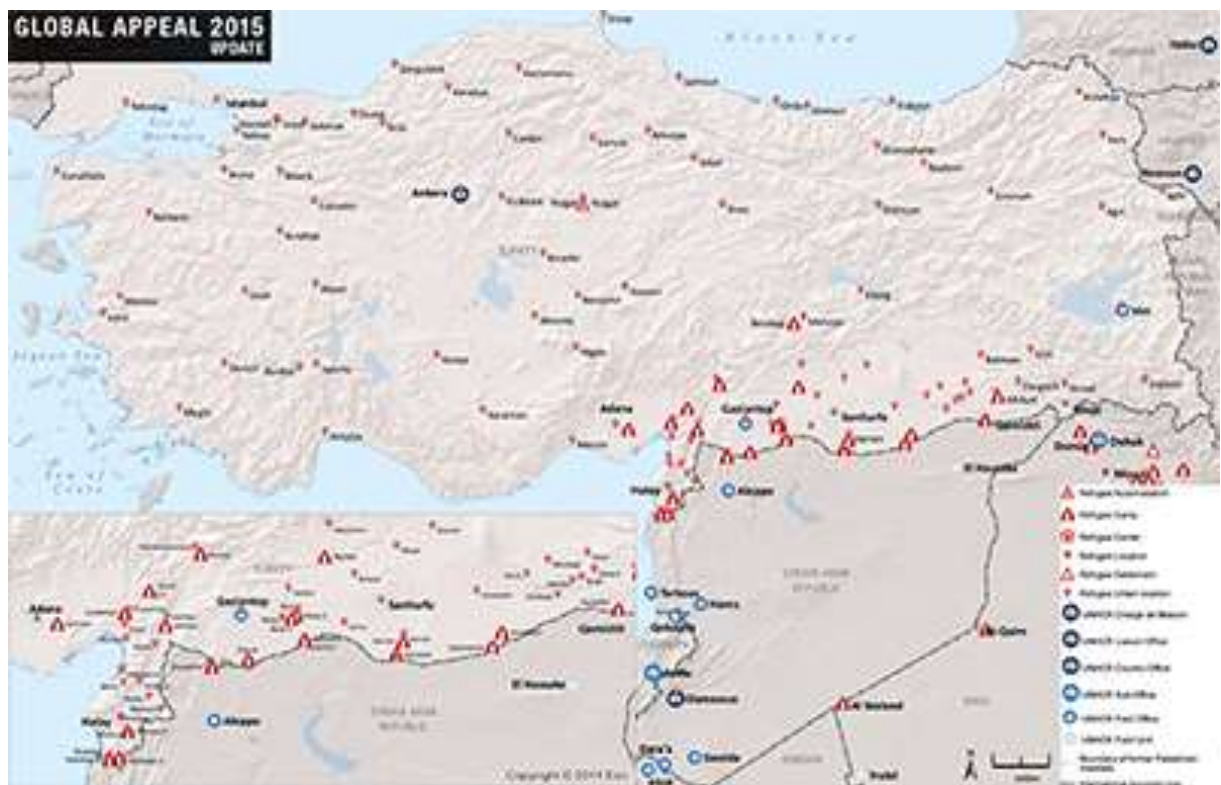
1.5 The crisis has been the focus of organization-wide support from January 2013 onward with the declaration of the L3 Emergency, application of Corporate Emergency Activation Procedure (CEAP)¹⁹ and introduction of the related Simplified Standard Operation Procedures (SSOPs). A massive effort was made to scale up UNICEF's operational and programmatic support. The pre-emergency profile of small upstream-focused country offices was radically changed to meet the needs of large-scale emergency-oriented programmes. The Turkey Country Office has more than doubled in size and opened a Field Office in Gaziantep in April 2013. With respect to management arrangements for the response to the Syria Crisis, UNICEF set up a coordinating hub in Amman under the leadership of the MENA Regional Office. For Turkey, this implied a dual reporting line since Turkey comes under the CEE/CIS Regional office with respect to its regular cooperation programme.

¹⁷ <https://intranet.unicef.org/exd/oed.nsf/7766fcc0643accaa8525774a0070f71f/94cd9465f5934fe385257aec004bc7be?OpenDocument> (see annex 1)

¹⁸ See the series of UNHRC-led Syria Regional Response Plans (RRP 1-6), and the current UNHCR/UNDP led Regional Refugee and Resilience Plan (3RP, 2015-16). For further information on the UNICEF component, see: <http://www.unicef.org/appeals/>

¹⁹ A Level 3 (L3) emergency is declared on the basis of: scale, urgency, complexity, capacity and reputational risk to UNICEF and/or the UN. In a L3 emergency, UNICEF calls for an institution wide and global mobilisation through its Corporate Emergency Activation Procedure (CEAP). Predefined Simplified Standard Operating Procedure (SSOPs) allow UNICEF to respond effectively and immediately to the situation. A Level 2 (L2) emergency is led and managed by a regional office.

1.6 In examining who has been most affected by the Syria crisis and associated exodus, it is important to note that the refugee population is comprised of a number of ethnic groups (Turkmen, Kurdish, Syrian), that the refugees came from different socio-economic backgrounds, and that children (boys and girls and of different ages²⁰) have experienced the trauma of the crisis in different ways. Further, refugees have been hosted both in camps and in communities in southern Turkey – areas of the country that suffer from poverty and inadequate access to services. Due to the lack of comprehensive needs assessment conducted so far, it is not clear how these different characteristics of sub-groups within the population have affected their access to services and protection or what specific equity issues emerge.



<http://www.unhcr.org/cgi-bin/texis/vtx/page?page=49e48e0fa7f&submit=GO>

1.7 There is much to learn from the Turkey experience of delivering on the Core Commitments for Children in Humanitarian Action. Turkey is forecasted to soon reach High Income Country (HIC) status and the Government's important financial commitment and strong ownership of the response is a highly noteworthy feature of the overall response. As the crisis in Syria persists, affecting Turkey and countries across the region, decisions concerning UNICEF's mid- to longer-term country transition strategy, its core roles and application of

²⁰ For example, barriers to access to education for adolescent refugee girls and boys appear to exist – but for different reasons, access to health and education services may be constrained for refugee children and their parents due to language barriers – particularly for those living outside camps, unregistered refugee children may face challenges in accessing services for which legal documentation is necessary, children separated from their parents are particularly vulnerable, poor refugees living outside of camps may face financial barriers to accessing Turkish services, etc.

appropriate operating procedures should be informed by a solid review of conditions, capacities and the response on the ground. The Country Office would benefit from a review at this time to inform major programme (CPD) and staffing decisions. For these reasons, and to advance organizational learning and accountability, an independent evaluation at this critical juncture is deemed essential. This is being conducted in parallel with a sub-regional evaluation of UNICEF's overall response to the Syria crisis, into which it will feed [Annex: ToR for the wider evaluation].

1.8 A scoping mission in September 2014 and a planning mission in January 2015 informed the preparation of these Terms of Reference (ToR). The results of the interviews and the preliminary desk review conducted during the preparatory phase will be made available to the evaluators to minimise duplication of effort and provide an indication as to which lines of enquiry are most significant and relevant in pursuing the objectives of the evaluation.

1.9 It is recognized that UNICEF teams and their partners are continuing to provide assistance under very difficult circumstances. In undertaking the evaluation, every effort should be made to use existing sources of information and to minimise demands on staff and partners while undertaking sufficient consultations to allow a systematic and coherent approach.

2. PURPOSE AND OBJECTIVE

2.1 The evaluation is intended to serve both an accountability function (historical / summative) and a learning function (forward-looking / formative). The scale and funding for the crisis necessitates an accountability function; the accumulated experience acquired by UNICEF to date and the fact that the crisis has become a protracted emergency necessitates the learning function. Equal weight is attached to both. A particular focus of the Turkey evaluation is to provide strategic inputs into UNICEF's new country programme 2016-2020. Finally, the evaluation aims to support further strengthening of UNICEF's performance in protecting children's rights and well-being in the region and in responding to large scale multi-country emergencies.

2.2 The purpose of the evaluation is to provide a comprehensive assessment of UNICEF's overall response to the Syria refugee crisis in Turkey against its own mandate and standards, its stated objectives, and OECD/DAC standard evaluation criteria. The evaluation, based on collation and analysis of relevant data and information, will generate evidence, conclusions and key lessons and will make recommendations concerning UNICEF's future humanitarian responses both in the sub-region and elsewhere.

2.3 Based on the initial scoping work and interviews to identify the main questions to be answered by the evaluation, the main objective of the planned

exercise is to provide an independent and robust evaluation of UNICEF's emergency response in Turkey under three main headings (core themes):

- I. UNICEF's **strategy and key programme interventions**, programme choices and related operations, including attributable results.
- II. UNICEF's **engagement with other actors**, with a primary focus on its role in sector coordination where relevant; and a secondary reflection on its collaborations with key stakeholders, including government, other UN agencies, and beneficiaries and implementing partners.
- III. UNICEF's **management structures and operational processes**, including its L3-related procedures, in relation to its Syria crisis response and performance.

2.4 The evaluation should take into consideration the evolving political context and its influence on decisions made during each phase of implementation. To this end, a detailed political timeline²¹ should be developed alongside the implementation timeline to illustrate the interaction of political and humanitarian events, processes and decisions. The above three themes are further elaborated in the evaluation questions in section four below.

2.5 The main intended users of the evaluation are managers and staff in the UNICEF Country Office in Turkey, MENA and CEE/CIS Regional Offices; senior managers, policy makers and advisors in headquarters; and others in UNICEF for whom the Syria response holds relevant lessons. It is also envisaged that the evaluation should be of interest and use to the Government of Turkey, donors, other UN agencies and implementing partners²². The evaluation will also feed into the development of the next UNICEF Turkey Country Programme document 2016-2020²³ as well as support the development of a Turkey-specific exit strategy from the emergency response outlining the Office's medium or long-term involvement in the crisis and how it should be synchronized with the regular country programme.

2.6 The Turkey evaluation is nested within a broader sub-regional evaluation being led by the Evaluation Office of UNICEF and as such will provide findings as relevant for the subregional exercise. An opportunity for sharing good practices and lessons learned from both exercises will be the World Humanitarian Summit (Istanbul 2016).

3. SCOPE

3.1 UNICEF's response is framed within the broader strategy outlined in the Regional Response Plans (RRPs). An extraction of the UNICEF Turkey Component

²¹ See annex 1: preliminary timeline for the crisis context and UNICEF response in Turkey.

²² See annex 2: Stakeholder mapping

²³ CPD draft 1 March 2015, draft 2, April 21, draft 3 May 5th – finalized for approval of the UNICEF Executive Board in their September 2015 session.

of the RRP is provided in the annex and serves to describe the central “object of the evaluation”. As noted above, the intention is to evaluate the UNICEF response in terms of three core themes: programme (including strategy and implementation), external engagement and internal process. However, given the scale, extent and duration of UNICEF’s response in Turkey, it will not be possible to evaluate every aspect of the response, nor to go into equal detail on every element of the programme. While maintaining an overview of the response as a whole, the evaluation will focus on a sub-set of issues for in-depth consideration (see below).

3.2 One of the important elements of this evaluation will be an assessment of how the UNICEF response scaled-up and evolved as it moved from a modified L2 to an L3 emergency response. The proposed primary focus period (below) was chosen to cover six months of modified L2 period and two years of L3 period. The proposed geographic focus is based on the number of refugees in each province and the scale of UNICEF’s response. The separate evaluation of the UNICEF response in the sub-region will be coordinated with this evaluation so that the results of the two evaluations can be easily aggregated. The flagship programmes are those identified by the Country and Regional Office as being of particular importance to the relief effort.

3.3 Based on initial scoping consultations with staff in Turkey and in Headquarters, the following areas of focus are proposed:

Temporal focus

- Primary focus on the period from **first quarter of 2012 to end 2014** (L2/L3 period)
- Secondary focus on January to March 2015 (i.e. the end of the evaluation period) with a view to examining the relevance of any recent strategic shifts;
- The evaluation will present recommendations on best path forward focused on both the immediate future (2015/16) and the medium term (to 2020).

Geographic focus

- Turkey (both camps as well as host communities). Although the response in terms of the provision of support services has principally taken place in southern provinces of the country, the evaluation takes a national perspective given the presence of refugees in major urban centres including Ankara and Istanbul and that the response has been coordinated from the capital.

Programmatic focus

Based on a review of the Turkey chapters of the Regional Response Plans 3-5, a framework/logic model for UNICEF's response can be inferred against which performance will in part be assessed through this evaluation. The relevant extracts from the RRP are set out in annex 3. The evaluation assess UNICEF performance benchmarked against the global Core Commitments for Children and will focus on the main UNICEF 'flagship' programme areas²⁴:

- Education: **access to education**
- Child Protection: **psychosocial support and Monitoring and Reporting Mechanism²⁵ on grave violations against children in armed conflict**
- Health: **immunisation**, with a special analysis of measles and polio immunisations.

3.4 The evaluation aims to address UNICEF's response to the emergency across Turkey. Furthermore, the evaluation should draw to the extent possible on desk reviews, HPM, existing programme reviews and evaluations that have produced high quality outputs.²⁶ This is to avoid duplication and maximise work already undertaken, with an assessment of the quality of outputs to ensure they do not negatively impact this evaluation.

3.5 The evaluation seeks to understand the impact of the refugee crisis on ALL REFUGEE CHILDREN and to understand clearly who benefited from UNICEF's humanitarian response - and who did not. This focus will necessitate a clear analysis of bottlenecks and barriers for different groups of children²⁷ and the extent to which UNICEF contributed to addressing inequities.

3.6 Methodological limitations: An initial review of UNICEF monitoring data indicates that the evaluation team will have sufficient reliable information on the work related to and immediate results of UNICEF's response²⁸. However, as in any large scale humanitarian response, the major constraints to undertaking a thorough evaluation relate to a) high staff turnover amongst UNICEF staff and amongst partners (particularly in the initial surge/scaling up phase of the response) and b) the lack of baseline data²⁹ given that all initial efforts are aimed at reaching those in dire need of assistance. To tackle the first constraint, all efforts need to be made to identify and reach out to those that were involved in the initial response but who have moved on (see stakeholder mapping in annex). At least for UNICEF staff, many of these individuals can and should be interviewed by the evaluation team. With respect to the second limitation, to the extent possible and as appropriate, the evaluation team should use existing data relating

²⁴ See annex 3: overview of UNICEF activities and costs by sector

²⁵ <https://childrenandarmedconflict.un.org/our-work/monitoring-and-reporting>

²⁶ See annex 4. Annotated Bibliography

²⁷ Analyzing equity issues systematically e.g. gender, ethnic, socio-economic, geographic, etc.

²⁸ UNICEF has established a monitoring system based on the Humanitarian Performance Monitoring (HPM) principles and guidelines.

²⁹ It should be mentioned that, at the onset of the emergency response, the Government/AFAD did not authorize needs assessments by international organizations.

to host Turkish communities³⁰ as a benchmark, and make efforts during interviews to use recall methods to understand what has changed and what have been the most important contributing factors to those changes over time. While age, gender and camp/non-camp disaggregated data is available generally, other factors of marginalization may not have been captured in existing administrative data systems – which may negatively affect the evaluation teams ability to look at equity for some groups.

4. EVALUATION QUESTIONS

UNICEF’s response should be assessed in relation to the established benchmarks, including the OECD/DAC evaluation criteria, the Core Commitments for Children in Humanitarian Action (CCC)³¹ and the degree to which the UNICEF response was aligned with existing sectoral guidelines and standards for humanitarian action.

The proposed guiding questions for the evaluation (which are in common with the sub-regional evaluation) cluster into four groups based on the below indicated core evaluation themes. These themes correspond to key issues and are cross cutting in terms of the standard evaluation criteria. The evaluation matrix that will be prepared by the team leader during the pre-mission phase should endeavor to “tag” the specific evaluation questions according to the criteria to allow for further analysis and synthesis.

4.1 UNICEF’s role and strategy

- I. Given its mandate and capacities, did UNICEF establish for itself a relevant and appropriate role with regard to the focus, scale and nature of its interventions in Turkey? Was it consistent with meeting UNICEF’s CCCs?
- II. Did UNICEF establish a clear strategy for its interventions (including advocacy) for refugee children and affected populations both in and outside of camps? Was it related to UNICEF’s comparative advantage? How clear was the theory of change in each case, and was it plausible? Were other strategic options considered? Were the strategies adopted best suited to the prevailing situation and to the needs of the most vulnerable children? In particular, was the decision to undertake the construction of education facilities and the right one?
- III. Were the individual components of UNICEF’s response to the crisis appropriate in kind, proportionate to need and timely? Did UNICEF give active consideration to alternative approaches? Was the sectoral focus on Education and Child Protection the right one? Should more have been done on Health, WASH or Nutrition?
- IV. Was UNICEF’s strategy adequately informed by needs assessment, situational analysis and an understanding of the prevailing political situation in Turkey? Was specific attention given to disaggregated analysis of the various different communities and social groups involved, particularly children and women? To what extent did considerations of equity (including gender) inform UNICEF’s response?

³⁰ UNICEF has a positive and long standing relationship with the National Statistics Office and data producing units within line Ministries.

³¹ http://www.unicef.org/emergencies/index_68710.html

- V. How coherent was UNICEF's humanitarian response given its pre-existing country programme? Has the UNICEF response been in-line with its comparative advantage?
- VI. How responsive was the UNICEF strategy over time to changes in the external environment and the needs of children, including the evolving role of other actors?

4.2 UNICEF's programme and advocacy response

- I. What was the quality of UNICEF's and its partners' programme monitoring approaches, processes and systems? How far were results disaggregated?
- II. How effective was UNICEF's response in achieving its objectives? What results were achieved against the most important system-level bottlenecks? Have the most vulnerable groups of children been reached (coverage) and what difference has it made (impact)?
- III. What evidence exists concerning the wider effects (positive/negative impacts) of UNICEF's responses?
- IV. How efficiently did UNICEF use its resources (money, people/time, skills, and reputational assets) at different levels in responding to the crisis in a timely way? What was the cost-benefit profile (actual vs comparative) and how do costs and benefits compare with the alternatives and with comparator organizations? Is the current organizational set-up suitable for the current and longer term response?
- V. Were sectorial interventions mutually reinforcing? How consistent were the overarching approaches with respect to the CCCs and quality of sectorial interventions?
- VI. As the emergency evolved how well has UNICEF combined emergency relief and service delivery with more developmental or resilience-related approaches? How well has the emergency programme been planned with respect to transition and integration with the country programme? To what extent is UNICEF working with the GoT on a longer term strategy given the context and resources?
- VII. How far did UNICEF attend to cross-cutting issues including equity, gender and disability? Was sufficient attention given to consideration of human rights and equity issues, including discrimination and social exclusion?

4.3 UNICEF's engagement with others

- I. Did UNICEF establish an appropriate and effective working relationship with the Government of Turkey in its crisis response – at central/ministerial, provincial and local levels? Including AFAD, DGMM, MoNE, and the Ministry of Family and Social Policies. Did these relations evolve appropriately over time? Were capacities built to address children's issues more effectively? Looking forward, how sustainable are the approaches used given the likely scenario that the refugees will remain in Turkey for an extended period?
- II. How appropriate and effective were UNICEF's other partnerships (with TRC, IMC, others)? To what extent were duplications and gaps avoided? Was consideration given to the alternative partnership options available to UNICEF? Where international and national NGO capacity was lacking, how well did UNICEF adapt its approach?

- III. How effectively did UNICEF and its partners engage with affected communities and those targeted by its programmes, including children, young people and women, concerning the design and implementation of its responses? What processes of beneficiary feedback were put in place? Were there differences between sectors and geographical locations, including camp and non-camp locations? Has UNICEF performed the role it might be expected to play in co-leading relevant sector working groups and sub-working groups? If not, why not? Where it has played a lead coordination role, how well has it performed?
- IV. How well did UNICEF engage with inter-UN planning and coordination processes? How well did it collaborate with other UN organisations, including UNHCR, WHO, IOM and UNFPA?
- V. Given the partnership with the Turkish Red Crescent and with Government Ministries, to what extent has UNICEF contributed to strengthened national capacities for humanitarian response.

4.4 Internal UNICEF management and process

- I. Were UNICEF's management arrangements appropriate and effective? Were roles and accountabilities clear between HQ, MENARO and RO CEE/CIS, and the Turkey Country Office? Was the Turkey programme coordinated appropriately with MENARO and UNICEF Syria Crisis Hub in Amman? Was adequate support requested and given by the Syria Hub and the respective ROs?
- II. What effects did the L3 declaration have on the crisis response – initially and over the course of 2013-2014? Were the L3 Simplified SOPs (SSOPs) appropriate to the context? How well were they applied, and what effect did they have on UNICEF's performance? In particular, how effective were SOPs for ensuring adequate and timely staffing for the response?
- III. Operational support: how effective and efficient were UNICEF's operational support services? In particular, how well was the HR function performed? To what extent was the programme hampered by rapid turnover of staff, and could this have been avoided? How well were the Supply functions performed? Were the relevant SSOPs applied with respect to HR and operational processes?
- IV. Financial and risk management: how effective and accountable was UNICEF's management of the funding and finances of the programme? To what extent did the dependence on particular funding sources constrain or support UNICEF's efficiency and effectiveness? (To the extent possible, the audit presented to the evaluators should be used for this question).
- V. Were applications for Central Emergency Response Fund (CERF) timely and appropriate? With respect effectiveness, efficiency and quality of results, how well were CERF funds managed? (Please refer to following link: <http://www.unocha.org/cerf/about-us/humanitarian-financing> for additional information on CERF grants).
- VI. How well did UNICEF manage related contractual processes (PCA, procurement, supply contracts and other)? Were the relevant SSOPs applied with respect to contractual processes?

4.5 In accordance with UN Evaluation Group Standards, the evaluation will assess the relevance, efficiency, effectiveness, impact and sustainability of UNICEF's humanitarian interventions in Turkey related to the Syria crisis. It will also evaluate the extent to which they pursued gender equality and social inclusion, using the new 2010 UN system evaluation guidelines. Given the role that UNICEF has played in supporting a coordinated response, additional evaluation criteria of connectedness and partnerships will be added. UNICEF ethics standards, in particular with respect to interviewing children, will be applied.

4.6 Recommendations – The proposed evaluation aims to be strategic. Looking ahead, on the basis of evidence to date and in view of the continuing evolution of the crisis, what should be UNICEF's role in Turkey from mid-2015 to 2020, taking the conflict and political situation into consideration? Does it have the right strategy? What are the relevant options open to UNICEF?

4.7 Recommendations should cover all aspects of the evaluation, including those related to 4.1 to 4.5 above and may be directed to any level in the organization. It is suggested to have no more than 15 recommendations. The Turkey Country Office will take responsibility for coordinating the management response to the evaluation and will be responsible to maintain quarterly updates.

5. METHODOLOGY AND APPROACH

5.1 With regard to the approach taken by the evaluation, given the combined accountability and lesson-learning rationale of the evaluation, a balance will need to be struck between independent scrutiny and participatory approaches. With respect to the latter, a relatively high level of participation is anticipated in terms of feedback and discussion of interim and final findings and recommendations. That said, the intention is not to produce a consensus report, but rather one that reflects the judgement of the Evaluation Team fully informed by evidence and feedback. UN Evaluation Group Norms and Standards and UNICEF ethical standards for research, evaluation and data collection will be shared with the evaluation team and adhered to – with specific respect for ethical considerations when interviewing children.

5.2 With regard to methodology, the exact questions to be pursued and the methods for pursuing them will be agreed during the preparatory phase (see below), but some overall stipulations can be made here. The evaluation will employ a mixed-method approach, using qualitative and quantitative techniques and triangulation of data to compile a robust and credible evidence base in order to assess UNICEF's response to the Syria crisis in Turkey. Assessing the response will require disaggregated analysis by age, gender, and disability, as well as by camp / non-camp location. Attention is also required regarding issues of equity, child rights and discrimination. It is expected that the evaluation will use the following methods at a minimum:

- ***Key informant interviews and focus group discussions:*** The Evaluation Team is expected to interview or conduct focus groups with key informants in person or by telephone or Skype. Key stakeholders will include, but not be limited to, UNICEF staff in Turkey Country Office, Regional Offices and

Syria Hub, and headquarters; the Immediate Response Team (IRT) and other surge staff, cluster members and partners, national and sub-national authorities, donors, and members of the affected population (including children and youth). Efforts will be made to contact UNICEF staff who were involved in the early stages of the response but who have subsequently transferred to other duty stations.

- **Direct observation:** The Evaluation Team will undertake field visits to observe UNICEF's responses directly and to conduct interviews with aid recipients and affected populations to determine their view of UNICEF's programmatic and operational responses. Methods for consulting effectively with affected populations will need to be developed in consultation with UNICEF staff and partners in the relevant areas with a particular focus on the "do no harm" principle i.e. ensuring that the safety and security of beneficiaries and partners is not compromised by any actions on the part of the evaluation team.³²
- **Formal desk review:** In addition to rapid review of data in the scoping and inception phases (see below), the Evaluation Team will conduct a systematic and detailed desk review of documents, data and other inputs, building on the existing preliminary desk review conducted in the scoping phase. The Evaluation Team will use appropriate data collection tools to organize the information, in collaboration with the UNICEF Turkey Office.

5.3 The evaluation will be conducted in phases as follows:

Phase 1: Scoping Phase (September 2014)

The scoping phase of the evaluation has already been completed. This involved consultations with key internal and external stakeholders in Turkey, the sub-region and at headquarters level concerning the purpose and essential elements of the evaluation, together with a preliminary desk review of the availability of relevant data and documentary evidence.

Phase 2: Preparatory Phase (January-February 2015)

The purpose of the inception phase is to enable the evaluation team and UNICEF to reach a common understanding of UNICEF's response to the crisis, the nature of the evaluation task, the questions to be addressed, the sources and methods to be used, and the outputs to be delivered. It will also enable the evaluation team to undertake initial consultations with key informants, and also to review the available data and documentary material, including material generated in the scoping phase.

³² See UNICEF ethical guidelines www.unicef-irc.org

The extended TOR and team guidance notes and tools will be circulated for comment internally and with the evaluation team and will form the mutually agreed basis for conducting the evaluation. It includes an evaluation matrix, detailing the questions to be asked together with related indicators and likely sources of verification.

UNICEF will be responsible for providing all of the relevant documentation, including strategy documents, situation and monitoring reports, needs assessment reports, lessons learned exercises, timelines of key decisions and main contact lists of key informants in the Country Offices, the Regional Offices and at Headquarters. Other documents will be made available on request of evaluators through the course of the evaluation. During the inception phase, a detailed stakeholder analysis; tools that will be used for additional data gathering and analysis; and detailed methodological approach should be documented and provided as an annex to the Inception Report.

The Preparation Phase will require a visit by the Team Leader to Turkey, for briefing and initial consultations. The main output from this phase will be (i) the extended TOR with annexes indicated, and (ii) a short (two- page) evaluation brief, summarising the purpose, key questions and process for the evaluation, for sharing with internal and external stakeholders (translated into Turkish).

The main deliverables and proposed related dates are as follows:

Extended TOR (including a two-page evaluation brief and all data gathering tools and instructions)

Due dates:

- I. First Draft by 15 February 2015
- II. External review and Internal stakeholder Comments given by 25 February 2015
- III. Finalized by 9 March 2015 and approved by the Evaluation Steering Group (ESG – see below).
- IV. Draft data gathering tools and team leader instructions circulated by 11 March 2015.
- V. Desk review briefs submitted by all team members by 11 March 2015

Phase 3: Field mission, data gathering, validation of findings, and production of first draft report (March - April 2015)

This is the main data-gathering phase as well as the time for key informant interviews and other consultations. The timing, schedule and itinerary has been agreed with the Turkey Country Office which will facilitate the mission. The field component will commence in the middle of March and last for three weeks.

Brief Outline of the Mission to Turkey:

- Week 1: meetings with UNICEF and external stakeholders in Ankara.

- Week 2: travel to Gaziantep, team of six divides up to conduct site visits to both refugee camps and host community areas, interviews with stakeholders at provincial and community level (including refugees/guests)
- Week 3: follow up interviews and data gathering, preliminary team analysis and end of mission debrief

Prior to the writing of the first draft report, a presentation on the initial findings should be given in the Turkey Country Office before the team leaves Turkey. It is envisaged that a discussion of these initial findings with UNICEF staff should help inform the writing of the first draft report. The main output from this phase will be (i) a presentation on the preliminary findings and (ii) a first full draft of the evaluation report as a basis for consultation.

Based primarily on key informant interviews, direct observation and documentary review, the team should, by the end of this phase, have produced a first draft report (indicative outline attached) for discussion with UNICEF staff. The purpose of this is two-fold: (i) to feed into relevant strategic planning (in particular CPD finalization), and (ii) to provide a contribution towards validation of findings.

The main deliverables and proposed related dates are as follows:

Initial Findings Presentation

The field mission will take place from 15 March – 2 April.

Due dates:

- I. End-of-mission: Initial Findings Presentation on Thursday 2 April 2015 to internal UNICEF TCO staff and regional staff (MENARO and CEE/CIS by Skype).

Phase 4: Consultation on draft report, revision and production of final report (May - June 2015)

This phase allows for full consultation with internal stakeholders on the draft report. Two main rounds of consultation and revision are envisaged (second and third draft) plus a more limited consultation on the final draft.

The main output from this phase is the production of a final evaluation report that takes due account of feedback given during the consultation phase. The consultants will be responsible for compiling feedback in the form of a comments matrix for each round of consultation.

The main deliverables and proposed related dates are as follows:

Evaluation Report

The Evaluation Report should be no longer than 15,000 words, not including Annexes, and should include an executive summary of no more than 2,500 words. The report should comply with the

UNICEF evaluation report standards which can be found online³³ while guidelines regarding evaluation and quality and good practices can also be found online³⁴. The Evaluation Report should comply with the GEROS Quality Assessment System³⁵ and will be subject to an external quality assurance review prior to finalization.

Due dates:

- I. First full draft by 5 May 2015 (allow 2 weeks internal review, 1 week TL revision)
- II. Second draft by 25 May 2015 (allow 2 weeks internal review, 1 week TL edits)
- III. Third draft by 15 June 2015
- IV. Final version by 30 June 2015

Phase 5: Dissemination (*June 2015 onwards*)

It is envisaged that a final visit to Turkey will be scheduled for the Team Leader to communicate the findings, conclusions and recommendations of the evaluation, to facilitate strategic reflection on the response and discuss uptake of lessons learned and recommendations.

To satisfy transparency and accountability requirements for evaluation, during this visit a presentation of the evaluation report will also be made to external partners including inter alia AFAD, MoNE, UNHCR, TRC and donor focal points.

One or more facilitated, participatory workshops could be conducted with staff from the Regional Office and Turkey Country Office, potentially also including UNICEF's key partners. This is subject to further discussion with the Regional Offices and Turkey Country Office.

The main deliverables and proposed related dates are as follows:

Evaluation Management Response

Due dates:

- I. Within 2 months of the final evaluation report being sent to senior management

6. MANAGEMENT AND GOVERNANCE ARRANGEMENTS

6.1 The UNICEF Regional Office for CEE/CIS will manage the evaluation, in close collaboration with the Evaluation Office (HQ), Turkey Country Office, the MENA RO, the Office of Emergency Operations (EMOPS), and other Divisions and

³³ http://www.unicef.org/evaluation/files/UNICEF_Evaluation_Report_Standards.pdf 28 November 2014

³⁴ http://www.unicef.org/evaluation/index_60830.html 28 November 2014

³⁵ http://www.unicef.org/evaluation/files/GEROS_Methodology_v7.pdf

Offices concerned with the Turkey crisis. As budget holder for the evaluation, the Turkey Country Office will contract the team of external consultants to undertake the evaluation (see section eight below for details).

6.2 An Evaluation Steering Group (ESG) has been established to ensure a high quality independent evaluation process and final product, to encourage learning and to maximize synergies between the Turkey evaluation and the broader sub-regional evaluation. The ESG will approve all evaluation outputs (TOR, team member selection, final report) and is comprised of the Director of the Evaluation Office, the Regional Director of CEE/CIS, and the UNICEF Representative of the Turkey Country Office. In practice, the day-to-day management of the evaluation will be ensured by the CEE/CIS Regional Advisor M&E, Senior Evaluation Specialist from the Evaluation Office (HQ), and UNICEF TCO M&E Specialist.

6.3 UNICEF Turkey Country Office will be kept informed of the evaluation progress on a regular basis.

8. EVALUATION TEAM

An evaluation team of between 5-6 people is envisaged. This is made up as follows:

Team Leader responsible for the overall delivery of the evaluation according to the ToR and Inception Report. This person will have a minimum of 15 years' experience of working in the humanitarian sector, including previous experience of leading major, multi-disciplinary evaluations. S/he should be conversant with UNICEF, its mission and working methodologies, and should have an in depth knowledge of the international humanitarian system. By preference s/he should have previous experience of managing humanitarian operations or have led major humanitarian evaluations. S/he will have primary responsibility for producing/compiling/editing/writing of the evaluation reports and deliverables indicated in this ToR.

Sectoral and Evaluation Specialist (2) with at least 10 years' experience of working in the humanitarian sector, together with substantial evaluation experience. The team needs to cover between them a number of areas of sectoral expertise: Health, Education, Child Protection, Youth Empowerment, Psychosocial Support, Operational Support (including HR, logistics, procurement, supplies and ICT) and Financial/Risk management. One team member should have strong supply chain management background that includes logistical support. All team members to be capable to examine issues of equity (including gender) and child rights with one team member taking principle responsibility for equity analysis. Particular preference is to candidates with camp experience and sector arrangements.

Political Specialist (1) with at least 10 years' experience in the political context of Turkey. S/he should be extremely attuned to the recent political developments of Turkey and its perception on the way forward with the Syrian refugees, and

should have an in depth knowledge of the Turkish humanitarian system. By preference s/he should have previous experience in humanitarian operations.

Humanitarian Specialist (1) with at least 5 years' experience in humanitarian contexts, and should have an in depth knowledge of the Turkish humanitarian systems and actors. By preference s/he should have previous experience in humanitarian programming.

Management and Operations Specialist (1) with at least 5 years' experience in managing humanitarian responses and a technical background in administration, HR management, logistics and procurement and team management.

9. TENTATIVE SCHEDULE FOR THE EVALUATION

The Evaluation Steering Group plans to conduct this evaluation over 24 weeks between January and June 2015; which excludes final dissemination activities. The table below provides an overview of the tentative schedule for the Evaluation Team.³⁶

10. ADDITIONAL INFORMATION

The time frame presented in this ToR is approximate and subject to change. Once the selection process finalized and before contract is issued, the time frame will be finalized based on negotiation between UNICEF and the selected individuals.

2015 Months	Task	Team members (WoW envisaged) ³⁷	Location
January/February	Preparation phase	TL (1)	Turkey
15 Feb to 14 March	Preparation for filed mission and issuance of travel clearance by TCO	Team (1)	Home based
15 March to 2 April	Field mission; End of mission debrief (PPT)	Team (3)	Turkey
3 - 25 April	Report drafting of various sections	Team members (1)	Home based

³⁶ TL = Team Leader; ES = Evaluation Specialist; PS = Political Specialist; HS = Humanitarian Specialist.

³⁷ WoW – Weeks of Work

26 Apr – 5 May	Prepare consolidated first draft report and submitted to Steering Group	TL (1)	Home based
5 May – 19 May		Evaluation team reviews full report and send comments to TL UNICEF response and comments compiled and sent to TL	
20 – 25 May	Report drafting: Second draft (including Exec Summary)	TL (1)	Home based
25 May – 8 June		UNICEF and stakeholder's response and comments compiled and sent to Lead consultant.	
08 to 15 June	Report drafting: Third draft submitted	TL (1)	Home based
16-25 June		UNICEF response and comments compiled and sent to Lead consultant	
26 to 30 June	Finalizing Report: final version	TL (1)	Home based
July	Dissemination events	TL (1)	Turkey

Indicative Evaluation Report Outline (40-60 pages with numbered paragraphs excluding executive summary and annexes)

Executive Summary (5-10 pages max)

Main Report (and indicative section length)

1. Evaluation context, objective and methodology/design; 3-5 pages (tools, and other methodological info in the annexes).
2. Relevance of UNICEFs interventions; 5 pages
3. Effectiveness and coverage of planned and implemented measures and activities; 5 pages
4. Efficiency in the management of different components of reform; 5 pages
5. Impact of interventions systems, families and children; 5 pages
6. Coherence and Sustainability of results of system change, and of results for children and parents; 5 pages
7. Analysis/Conclusions - Lessons learned, good practices and ways forward 5 pages
8. Recommendations to different stakeholders. 5 pages (max 10-15 recommendations)

Evaluation Report - Annexes including among others:

- TOR
- Bibliography of documents consulted
- List of persons met
- Evaluation Matrix and Data gathering tools used
- Financial or other analysis and data tables.
- Biographies of team members

Evaluation TOR - Annexes

1. Crisis Timeline
2. Stakeholder Mapping
3. UNICEF Interventions in Turkey and logic model
4. Annotated Bibliography
5. Organograms (UNICEF TCO, RO-CEE/CIS, RO-MENA)
6. UNICEF Determinants (Outcomes) for Children MoRES
7. TOR for the sub-regional evaluation of UNICEF's Response to the Syria Crisis.

Independent Team Members - Biographies

James Darcy – Team Leader

James has a background in international law but has spent most of his professional career as a practitioner, researcher and evaluator in the humanitarian sector. He had ten years of operational experience as an Oxfam manager, co-ordinating programmes in Central Africa, the Balkans, the Middle East and South and East Asia. He went on to head the Humanitarian Policy Group at the Overseas Development Institute (ODI) for seven years. Now a freelance consultant, he has led numerous reviews and evaluations for UN agencies and NGOs, including recent evaluations of the responses to the 2011 Somalia famine (for UN OCHA), the Syria crisis (DEC; ACT Alliance) and the Philippines Typhoon Haiyan (UNICEF). He currently sits on the Board of Oxfam GB as trustee and Vice-Chair.

Berna Burcak Basbug Erkan – Team Member

Burcak is an assistant professor of Statistics at the Middle East Technical University (METU) in Ankara and since 2008 is the director of the METU Disaster Management Research and Implementation Centre. Her main research interest for the past 15 years is disaster risk management, insurance and actuarial analysis, and financial risk management of disaster losses. She has worked as consultant in disaster risk management and disaster risk reduction activities with national and international organisations such as the Turkish Grand National Assembly (TBMM), AFAD, the World Bank, the United Nations, and the Japan International Cooperation Agency (JICA). She has been supported various countries with disaster risk such as India, Philippines, New Zealand, Pakistan, Japan, USA, and Italy.

Francesca Ballarin – Team Member

Francesca has extensive experience in child protection and psychosocial support in disaster and post-conflict situations working for the past 15 years for different International NGOs (Terre des homes, Save the Children, ACTED, and Intersos), seconded to UN Agencies (UNICEF, UNHCR, and UNESCO), the Italian Ministry of Foreign Affairs, and other institutions (European Commission, European Instrument for Democracy and Human Rights). While she has worked on these issues in more than a dozen countries, since 2010 she concentrated her professional expertise in the Middle East and particularly on the Syrian crisis by

contributing to developing child rights and child protection programmes in Syria and in the neighbouring countries (Iraq, Lebanon, and Turkey) as well as in training on Child Protection, Psychosocial Support, Psychological First Aid, Case Management, Early Childhood Development and other relevant issues.

Dr. Hasan Buker – Team Member

Hasan is currently an associate professor in the public administration branch of a Turkish higher education institution and has an educational background in criminal justice and political sciences. For the past six years he has been involved in practical research and consultancy services in juvenile justice and child protection. He has been involved in several research, development and consultancy activities with the Turkish Presidency, Turkish Ministry of Interior, Turkish Ministry of Family and Social Policies, Turkish Ministry of National Education, the Scientific and Technological Research Council of Turkey, Turkish National Police, Dutch Police, European Council, MATRA, and UNICEF.

Jeff Duncalf – Team Member

Jeff has spent 13 years overseas with the IFRC, mostly in the former Soviet Union, and has been an independent evaluation consultant for the last eight years undertaking final, mid-term, and real time evaluations of multi sectoral large scale humanitarian responses for various UN agencies (FAO in Pakistan, WFP in Philippines and Pakistan, and UNOCHA in Kenya), the IFRC, ACF, and others. With a background in finance, organisational development, and FSL, he is accustomed to evaluating both the support service functionality of the responses as well as the programmatic activities.

Susan Durston – Team Member

Susan is an advisor in education and a Board Member of Child to Child. She is the former Associate Director, Education Programmes and Global Chief of Education for UNICEF and spent much of her career in the field in the South Pacific, Africa and South Asia, working for DFID, the European Commission and UNICEF as well as other institutions. Her long-term work included primary school teaching and University lecturing in the UK, teacher training, health education as well as Health and Educational Planning in a range of countries over a few decades including Papua New Guinea, Uganda, Zambia, Malawi, India and Nepal. Her work in South Asia was as the technical Manager for the European Commission's Education Programme in Nepal and then as UNICEF's Regional Advisor for Education. Humanitarian issues have in most settings formed part of the context of her development work in education. She has a professional interest in equity and inclusion in education as well as the broader development context and very experienced in Sector-wide planning, Joint Sector reviews and donor coordination.

Annex D Evaluation Matrix and interview questions

Guiding question	Criteria and indicators	Sector specific sub-issues / questions
Topic 1: UNICEF's role and strategy		
<p>1.1 Given its mandate and capacities, did UNICEF establish for itself a relevant and appropriate role with regard to the focus, scale and nature of its interventions in Turkey? Was it consistent with meeting UNICEF's own CCCs?</p>	<p>Relevance of role: judged relative to context, priority needs arising and capacities of others</p>	<p>Relevance of Education interventions Relevance of Child Protection interventions</p>
	<p>Appropriateness of role: judged against UNICEF mandate and principles (CCCs etc), Country Strategy, organisational capacities</p>	<p>Was the sectoral focus on Education and Child Protection the right one? Should more have been done on Health, WASH or Nutrition? Was there a clear and appropriate advocacy/ influencing strategy for the overall UNICEF response?</p>
	<p>Proportionate response: scale and coverage of programme relative to scale of unmet need</p>	<p>Education scale/coverage Child Protection scale/coverage Health, WASH and nutrition scale/coverage</p>

Sources of evidence: UNICEF strategy documents, UNICEF policy documents (CCCs etc), interviews HQ-RO-CO, external KIIs (including GoT, donors)

1.2 Did UNICEF establish a clear strategy for its interventions (including advocacy) for refugees and affected populations both in and outside of camps? Was it related to UNICEF's comparative advantage? How clear was the theory of change in each case, and was it plausible? Were other strategic options considered? Were the strategies adopted best suited to the prevailing situation and to the needs of the most vulnerable children?

- **Clarity** of overall UNICEF programme strategy
- **Clarity** of overall influencing strategy
- **Coherence** of diverse strategy elements
- **Fit** with comparative advantage of UNICEF in Turkey/globally
- **Justification** against alternative strategic options

Effective collaboration on strategy between TCO/CEE-CIS and MENA regions

Clarity of strategy for each programme component, including influencing/advocacy

Clarity and credibility of theory of change for each programme element

Did UNICEF do enough to explain its capacities and experience in emergency response to the Syrian authorities?

What was UNICEF's rationale in supporting a parallel system of education for Syrian children?

Was the decision to undertake the construction of education facilities the right one? More generally, what informed the decision to engage in service delivery?

How is the Turkey education response coordinated with other host governments across the two UNICEF regions (CEE/CIS and MENA)

Sources of evidence: UNICEF strategy and planning documents, interviews HQ-RO-CO, external KIIs (including GoT and donors)

<p>1.3 Were the individual components of UNICEF's response to the crisis appropriate in kind, proportionate to need and timely? Did UNICEF give active consideration to alternative approaches?</p>	<p>As per (i) above, but focused on individual programme components (Education etc.)</p> <p>Timeliness of intervention, per sector and overall</p> <p>Preparedness and contingency planning</p>	<p>MRM mechanism in place for Syrian refugee children?</p> <p>Mechanisms in place to prevent, identify and address separation of children from families?</p> <p>What was done to mobilize affected communities in preventing and addressing violence, exploitation and abuse of children and women, including GBV?</p> <p>Timeliness of the UNICEF CP response? E.g. proposal for a protection assessment submitted after almost one year from the beginning of the Syrian crisis.</p> <p>Why did UNICEF not open its own office in Gaziantep earlier?</p>
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Sources of evidence: UNICEF strategy and planning documents, interviews HQ-RO-CO, external KIIs (including GoT and donors), GoT Ministry and AFAD plans

1.4 Was UNICEF’s strategy adequately informed by needs assessment, situational analysis and an understanding of the prevailing political situation in Turkey? Was specific attention given to disaggregated analysis of the various different communities and social groups involved, particularly children and women? How did considerations of equity inform UNICEF’s response?

- **Needs assessment:** (a) what was done? (b) what was its quality? (c) how did it shape the strategy?
- **Situational /political analysis:** as above
- **Disaggregated analysis:** (a) what was done? (b) what was its quality? (c) how did it shape the strategy?
- **Equity:** To what extent (and how) was this a defining consideration for UNICEF’s strategy?

Overall and multi-sector assessment
 Education assessment
 Child Protection assessment
 Health, WASH and nutrition assessment

Could more have been done to secure permission from AFAD to conduct earlier needs assessment (particularly outside the camps)?

Why did it take two months before a field assessment was undertaken in 2012?

Sources of evidence: needs assessment and situational analysis documents, minutes of decision-making fora, programme documents, UNICEF sitreps, NLG and other policy documents, CCCs.

1.5 How coherent was UNICEF’s humanitarian response given its pre-existing country programme? Has the UNICEF response been in-line with its comparative advantage and overall strategy in Turkey?

- **Coherence** and consistency with UNICEF country strategy: past and future
- How has UNICEF’s programme taken account of the **protracted nature** of the crisis?

Sources of evidence: UNICEF Country strategy, joint strategies with GoT, other		
1.6 How responsive was the UNICEF strategy over time to changes in the external environment, including the evolving role of other actors?	Responsiveness of programme to contextual changes	
Sources of evidence: Comparison of annual plans (RRP etc.), monitoring reports and sitreps		

Topic 2: UNICEF's programme and advocacy response

<p>2.1 Once decided upon, were UNICEF's interventions delivered in a timely way? If there delays in implementation, what caused these and how were they dealt with?</p>	<p>Timeliness of delivery judged against plan, plus internal and external factors</p>	
<p>2.2 What was the quality of UNICEF's and its partners' programme monitoring approaches, processes and systems? How far were results disaggregated?</p>	<p>Quality of humanitarian programme monitoring judged against:</p> <ul style="list-style-type: none"> • UNICEF best practice • TCO standard practice • Sphere and other relevant standards (e.g. INEE) • Other 	<p>Have the audit report M&E comments been acted upon? What changes have been made? Does it work well now?</p>
<p>Sources of evidence: monitoring reports, site visits, partner interviews, community interviews</p>		
<p>2.3 How effective was UNICEF's response in achieving its objectives? Have the most vulnerable groups of children been reached?</p>	<ul style="list-style-type: none"> • Overall progress against objectives • Progress in tackling priority needs and vulnerabilities of children? 	<p>Sector-specific progress against objectives</p> <p>How did UNICEF contribute to establishing/strengthening child protection mechanisms in camps and host communities?</p> <p>What did UNICEF do to prevent and address child recruitment and use? With what effect?</p> <p>What advocacy actions were taken against illegal and arbitrary detention for conflict-affected children? With what effect?</p>

		What was done to provide psychosocial support to children and their caregivers? With what effect?
<p>Sources of evidence: Re (i) monitoring reports, site visits, staff interviews, partners interviews, community interviews</p> <p>Re (ii) needs assessments and context analysis, monitoring reports</p>		
<p>2.4 What evidence exists concerning the wider effects of UNICEF's responses? Including both positive and negative effects. What have been the effects on cross-cutting issues: protection, gender, equity?</p>	<ul style="list-style-type: none"> • Do no harm: have UNICEF's programmes inadvertently caused harm to refugee or host populations? To relations with GoT? Otherwise? • Evidence of cross-cutting issue effects 	<p>What was UNICEF's contribution to establishing a safe environment for children in these places?</p> <p>Wider impact of UNICEF advocacy/influencing?</p>
<p>Sources of evidence: Key informant interviews, monitoring reports</p>		
<p>2.5 How efficiently did UNICEF use its resources (money, people/time, skills, and reputational assets) at different levels in responding to the crisis? What was the cost-benefit profile and how do costs and benefits compare with comparators?</p>	<ul style="list-style-type: none"> • Overall efficiency: how well were assets mobilised and used to achieve stated goals and objectives? • Cost benefit: cross-regional comparison 	<p>Are the schools and child friendly spaces good value for money?</p> <p>Were there sufficient resources available to meet programmatic objectives? How well did UNICEF adapt to funding shortfalls?</p> <p>Have UNICEF managed to find a good balance between the cost, quality, and timeliness of goods/services?</p>

<p>Sources of evidence: HR records, finance records and audit reports, interviews with operations and programme staff, donor interviews, cross-regional documentation</p>		
<p>2.6 Were sectorial interventions mutually reinforcing? How consistent were the overarching approaches with respect to the CCCs and quality of sectorial interventions?</p>	<ul style="list-style-type: none"> • Cross-sectoral reinforcement: evidence of joint planning and ‘joined up’ programming. • Consistency of interventions with key benchmarks: CCCs, Sphere standards, internal policies and guidance 	<p>How and to what extent protection and psychosocial support were integrated into the education response? What was done to integrate psychosocial support into all UNICEF programmes?</p>
<p>Sources of evidence: Programme strategy and plans; CCCs etc.</p>		
<p>2.7 How well has UNICEF combined emergency relief and service delivery with more developmental or resilience-related approaches? How well has the emergency programme been planned with respect to transition and integration with the country programme? To what extent is UNICEF working with the GoT on a longer-term strategy given the context and resources?</p>	<p>Relevance and appropriateness of programme given evolving context, judged against:</p> <ul style="list-style-type: none"> • Resilience agenda and longer-term prospects • UNICEF Turkey strategy and GoT plans? <p>See also 1.1, 1.2 and 1.5</p>	<p>How does UNICEF see its role moving forward and particularly the role of education in government’s new call for “harmonization”, and bringing about social cohesion?</p>

Sources of evidence: RPPs, 3RP and other plans; TCO strategy		
2.8 How far did UNICEF attend to cross-cutting issues including equity, gender and disability? Was sufficient attention given to consideration of human rights and equity issues, including discrimination and social exclusion?	<ul style="list-style-type: none"> • Equity indicators • Gender indicators • Disability indicators • Other social exclusion indicators 	Indicators to be agreed by the evaluation team: generic and/or sector-specific
Sources of evidence: needs and vulnerability analysis, programme plans, monitoring reports and sitreps, other agency interviews		
Topic 3 UNICEF's engagement with others		
3.1 Did UNICEF establish an appropriate and effective working relationship with the Government of Turkey in its crisis response – at central/ministerial, provincial and local levels? Including AFAD, DGMM, MoNE, and the Ministry of Family and Social Policies. Did these relations evolve appropriately over time? Were capacities built to address children's issues more effectively?	<ul style="list-style-type: none"> • Appropriateness of Govt relations: support, advice, policy influence, challenge, programme collaboration • Effectiveness: including capacity building • Appropriate evolution over time? Judged against evolving context 	Ministry relations by relevant sector

Sources of evidence: interviews with staff and with GoT officials at all levels; interviews with other agencies, with donors		
3.2 How sustainable are the approaches used given the likely scenario that the refugees will remain in Turkey for an extended period?	Sustainability of approaches? Including funding issues and exit/phase out and transition plans	
Sources of evidence:		
3.3 How appropriate and effective were UNICEF's other partnerships (with TRC, IMC, others)? To what extent were duplications and gaps avoided? Was consideration given to the alternative partnership options available to UNICEF? Where international and national NGO capacity was lacking, how well did UNICEF adapt its approach?	Appropriateness of partnerships Effectiveness of partnerships Avoidance of duplication and gaps	Were evaluations or audits of implementing partners ever undertaken?
Sources of evidence: Key informant interviews (staff, partners)		
3.4 How effectively did UNICEF and its partners engage with affected communities and those targeted by its programmes, including children, young people and women, concerning the design and	Effective engagement with communities and beneficiaries: assessed against best practice (Sphere etc.) and CCCs.	Were there differences between sectors and geographical locations, including camp and non-camp locations?

<p>implementation of its responses? What processes of beneficiary feedback were put in place?</p>		
<p>Sources of evidence: Key informant interviews (staff, partners), focus group discussion with beneficiaries</p>		
<p>3.5 Has UNICEF performed the role it might be expected to play in co-leading relevant sector working groups and sub-working groups? If not, why not? Where it has played a lead coordination role, how well has it performed?</p>	<p>Appropriate and effective leadership in relevant sectors</p>	<p>Was guidance provided on strategies and approaches, ensuring that all critical child protection/GBV gaps and vulnerabilities are identified? What knowledge has UNICEF brought to the table to inform key decisions about issues such as certification of learning? What was done to provide support for the establishment of a mental health and psychosocial support (MHPSS) coordination mechanism within and across the sectors? What was done to integrate psychosocial support into partners and other stakeholders programming?</p>
<p>Sources of evidence: Key informant interviews (staff, partners, other sector actors), observation of coordination meetings</p>		
<p>3.6 How well did UNICEF engage with inter-UN planning and coordination processes? How well did it collaborate with other UN organisations, including UNHCR, WHO, IOM and UNFPA?</p>	<p>Effective coordination and collaboration within UN-led processes</p>	

Sources of evidence: Key informant interviews (staff, UN agencies), document review

3.7 Given the partnership with the Turkish Red Crescent and with Government Ministries, to what extent has UNICEF has contributed to strengthened national capacities for humanitarian response?

UNICEF's **effect** on national response capacity

Sources of evidence: Key informant interviews (GoT, TRC, staff), review of policy documents

Topic 4 UNICEF's internal processes and management

4.1 Were UNICEF's management arrangements appropriate and effective? Were roles and accountabilities clear between HQ, RO, and the Turkey Country Office? Was the Turkey programme coordinated effectively with MENARO and UNICEF Syria Crisis Hub in Amman? Was adequate support requested and given by the Syria Hub and the respective ROs?

Appropriate and effective management arrangements
Clarity of roles and accountabilities
Effective coordination between TCO, CEE-CIS RO, MENA RO and Syria Crisis Hub (SCH)
Adequacy of support to TCO from SCH & ROs

Sources of evidence: Key informant interviews (TCO, ROs, Syria Hub, NY HQ), review of related documents (CEAP declaration, memos from ED, etc.)

4.2 What effects did the L3 declaration have on the crisis response – initially and over the course of 2013-2014? Were the L3 Simplified SOPs (SSOPs) appropriate to the context? How well were they applied, and what effect did they have on UNICEF's performance? In particular, how effective were SOPs for ensuring adequate and timely staffing for the response?

Effects of L3 declaration
Application of SSOPs
Appropriateness and **utility** of SSOPs

Was the GEC and IRT appointed and deployed as per the L3 SSOPs? What impact did this have?

Sources of evidence: review of CEAP and SSOP docs, interviews with key staff (TCO, RO, HQ), review of key process performance (HR, finance)

4.3 Operational support: how effective and efficient were UNICEF's operational support services? In particular, how well was the HR function performed?

Effectiveness of support services

Efficiency of support services

Overall effectiveness of programme resourcing

To what extent was the programme hampered by rapid turnover of staff, and could this have been avoided?

Were the relevant SSOPs applied with respect to HR and operational processes?

Was there an HR strategy in place for the response?

Did the high turnover of protection staff (2013) impact on implementation? And how?

Has supply and logistics functioned as well as might be expected in terms of support to programmatic activities?

Sources of evidence: Key informant interviews (TCO, ROs, Syria Hub, NY HQ), review of data sets (deployment lead times, HR profile over time, etc.)

<p>4.4 Financial and risk management: how effective and accountable was UNICEF's management of the funding and finances of the programme? To what extent did the dependence on particular funding sources constrain or support UNICEF's efficiency and effectiveness?</p>	<p>Effectiveness of fundraising</p> <p>Appropriateness of funding sources</p> <p>Effectiveness of financial management</p>	<p>Was there a funding strategy in place?</p> <p>Were the shortfalls in funding due to a lack of available funding, a lack of a structured fundraising approach, inflated budgets, or a lack of confidence in UNICEF?</p> <p>How did UNICEF utilise its unique position to raise funds from NATCOMs and private donors?</p> <p>Were appropriate levels of delegation made for financial and project approvals?</p>
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Sources of evidence: Key informant interviews (TCO, ROs, Syria Hub, NY HQ and donors), document review

<p>4.5 How well did UNICEF manage related contractual processes (PCA, procurement, supply contracts and other)? Were the relevant SSOPs applied with respect to contractual processes?</p>	<p>Efficiency of contracting processes</p>	<p>How was the construction of prefab school buildings and child friendly spaces managed? How were contracts awarded and supervised? Do the costs look reasonable?</p>
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Sources of evidence: Key informant interviews (TCO, ROs, Syria Hub, NY HQ), review of sample PCA and other contracting processes (including construction), plus related financial management processes

4.6. Were applications for Central Emergency Response Fund (CERF) timely and appropriate? With respect effectiveness, efficiency and quality of results, how well were CERF funds managed?

Timeliness of CERF applications
Appropriateness of CERF applications
Effective management of CERF funds

Speak to Syria Crisis Hub in Amman

Sources of evidence: Key informant interviews (TCO, Syria Hub), document review

Interview guide and proposed format

Organisation:

Name(s):

Position(s):

How long in post:

1. Introducing the evaluation

This is an evaluation of UNICEF's role and performance in relation to the Syria refugee crisis in Turkey. It is part of a wider process evaluating UNICEF's response across the Syria sub-region. It has 4 main themes: strategy, implementation, collaboration, internal process. Our remit is only to evaluate UNICEF, not anyone else.

Note: the contents of this interview are confidential to the evaluation team. Our intention is not to cite individuals by name or post when we write up our findings. So we hope you will feel able to express your views freely.

2. Scope of the interview

E.g. 'We'd like to ask about your partnership with UNICEF on CFS'.

3. Specific interview questions: A, B, C, D

- Where appropriate, one of the questions should be: **what challenges have you faced** [as staff, partner, other] **in working with UNICEF on the crisis response?** E.g. UNICEF limitations, other factors.
- Possible follow up question: how might the challenges concerned best be addressed?

4. Wrap-up

- Thanks – and request for email/phone follow up if necessary
- Short description of evaluation process from here on.
- For UNICEF staff, say that the interviewee will have a chance to review and comment on the draft report. For others, say it will be published and should be available online in July (through UNICEF website).

** Following the interview, please type up at least **summary notes** and add them to Dropbox. Also, please **highlight** for other colleagues periodically (e.g. at end of each day) points arising from your interviews that may be of interest to them.

ANNEX F List of key informant interviews

List of key informant interviews conducted for UNICEF Turkey evaluation

Organisation /office	Name	Post	Location
UNICEF CEE-CIS Regional Office	Marie-Pierre Poirier	Regional Director	Geneva
	Kirsi Madi	Deputy RD	Geneva
	Oya Zeren Afsar	Regional Health Advisor	Geneva
	Philippe Testot-Ferry	Regional Education Advisor	Geneva
	Chris Talbot	Education consultant	Geneva
		Regional Partnerships Advisor	Geneva
	Lesley Miller	Regional ECD advisor	Geneva
	Deepa Grover		Geneva
	Jean-Claude Legrand	Regional CP Advisor	Geneva
	Thomas Haettenschwiller	Regional Operations Chief	Geneva
	Kristen Elsby	Chief of Communication	Geneva
		Chief of Communication (former)	
	John Budd	Regional Chief of Emergency	Juba
	Andrea James	former)	
		Regional Nutrition Specialist	Juba
	Vilma Tyler	(former)	
		Regional Emergency/DRR Specialist	Geneva
Asim Rehman	Regional HR Chief	Geneva	
Rolf Schaller	Operations Manager	Geneva	
Mouna Al-Najdawi	(Regional Finance Manager)	Geneva	
UNICEF Turkey Country Office	Lieke van de Wiel	Deputy Country Representative	Ankara Ankara
	Nona Zicherman	Emergency Coordinator	Ankara
	Ayman Abulaban	Former Representative Actg Chief of Education section	Ankara Ankara
	Chirahu Kondo		
	Deema Jarrar	Education Specialist (Emergency Prg)	

Antonia Mandry	Education in Emergency consultant	Ankara
Nur Babahan	Education in Emergency consultant	Ankara
Simone Vis	Former chief of Education	Ankara
Yeliz Erdogan	Human Resources Officer	Ankara
Pilar Aguilar	Consultant for education strategy	Ankara
Severine Jacomy		Ankara
Vitee	Chief, Child Protection	
Nurten Yilmaz	CP in Emergency Specialist	Ankara
Irmak Kurttekin	CP in emergencies officer	Ankara
Zeynab Bandi	CP in Emergency Prog assistant	Ankara
Eylen Savur	CP Officer	Ankara
Gurhan Aydeniz	Operations Chief	Ankara
Hakki Orsoy	Field Support Officer	Ankara
Belun Unluturk	Planning Officer	Ankara
Tuncay Seker	Admin & Finance Officer	Ankara
	Admin Assistant	Ankara
	(Logistics/warehouse manager)	
Mevlut Zumre	Comms Officer	Ankara
Sema Hosta	ICT Assistant	Ankara
Serdar Okan		Ankara
Rasmey Chhorn – UNICEF Cambodia	Supply specialist	Ankara

**UNICEF Turkey
Country Office
(Surge
deployments)**

Cairan O'Toole - UNICEF Kosovo - Natalia Astapova - UNICEF Azerbaijan	M&E
Raoul de Torcy Mutribjon Bahruddinov – UNICEF Dushanbe – Nora Sabani – UNICEF Macedonia - Biljana Trimcevska – UNICEF Macedonia - HR	Emergency coordinator
	Nutrition specialist
	Education specialist
	HR specialist

	Elza Ibrahimova – UNICEF Azerbaiyan- David Kiambi Mutuerandu – UNICEF Bangladesh – Supply Alicja Brynier – UNICEF Copenhagen – Supply Anne Kindrachuk - CANADEM Lucy Watt Grace Omondi - CANADEM Gemma Bennink	Communication Assistant Supply specialist Supply specialist Emergency specialist M&E specialist Nutrition specialist Former Education in Emergencies specialist	
UNICEF MENA RO	Dina Craissati Laurent Chapuis Anne Kindrachuk Geoff Wiffin	Regional Education Advisor, MENA Regional CP Advisor Emergency Coordinator (seconded) Head of Syria Crisis Hub	
New York HQ	Ted Chaiban Afshan Khan Genevieve Boutin Ehsan Ul Haq Sylvia Danilaov Jo Bourne Brenda Haiplik Dominique Hyde Edward Carwadine Friedrich Affolter	Head, Programme Division EMOPS Director EMOPS Policy section chief EMOPS monitoring specialist EMOPS head of field support Global Chief, Education Senior Adviser, EiE Dep Dir Public Partnerships Dep Dir, Communications Div Education Specialist, Peace- building programme manager	New York New York New York New York New York New York New York New York New York New York
Global Education Cluster	Ellen van Kalmthout	Joint head of Cluster	Geneva
AFAD	Fatih Ozer Asiye Bekarca Sen Halil Afsarata Abdullah Dilsiz	Response Director Psychosocial support Head of Strategy Dept Head of Recovery Unit	Ankara Ankara Ankara Ankara

Huseyin Gunduz	Construction unit	Ankara
Cem Vural	Head, Syrian Operations Unit	Ankara
Mahmut Sonmez	AFAD Director	Sanliurfa
Simon Atakan	Provincial Director	Nizip town
Abdullah	Camp Manager	Nusaybe Camp
Fardi	AFAD Psychosocial	Nusaybe Camp
Mehmet Han Ozemir	Camp Manager	Suruc Camp
Celal	Camp Manager	Nizip 1 Camp
Participants: Abdullah (Camp Manager), Fardi (AFAD Psychosocial),		

Ministry of National Education

Yusuf Buruk	Deputy Under-Secretary	Ankara
Selman Isik	Head of Syria response	Ankara
Metin Catar	Expert, Syria response	Ankara
Suleyman Ulku	Expert, Syria response	Ankara
Derya Merve Uslu	Expert, Syria response	Ankara
Ozgur Turk	EMIS department head	Ankara
Yasim Bural		Ankara

Ministry of Interior

Ahmet Apan	Deputy Directorate General of Migration Management	Ankara
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Local Government of Gaziantep and Şanlıurfa

İsmet Zor	Provincial Director of Ministry of Family and Social Policy	Gaziantep
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Governorships of Gaziantep and Şanlıurfa

Nursal Çakıroğlu	Deputy Governor responsible from social services	Gaziantep
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UNDP

Kemal Malhotra	UN Resident Coordinator	Ankara
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UNHCR

Karim Atassi	Deputy Rep	Ankara
Nese Trojan	Protection policy	Ankara
Ita Sheehy	Head of Education	Geneva
Brenda Goddard	Head of Protection	Ankara
Amer Delic	Protection Officer	Ankara
Vito Trani	Head of field office	Gaziantep
Jennifer Roberts	Education Advisor	Ankara

	Pinar Akcakaya		Gaziantep
	Rana Milhem	Community Services Officer	Gaziantep
	Tayba Sharif	Senior Protection Officer	Gaziantep
	Zeynap Incioglu	Assistant Community Services Officer	Gaziantep
IOM	Mazen Aboulhosn	Emergency Officer	Ankara
World Health Organisation			Ankara
	Mehmet Kontas	Head of Office a.i. Head of Humanitarian Response	
UNFPA	Beehire Ozek		Ankara
UNDSS	Andrew Pollock	Security Advisor	Gaziantep
Turkish Red Crescent Society	Mehmet Gulluoglu	Director General Head of International Programmes	Ankara
	Seval Guzelkilinc		Ankara
	Eda Ozturk	Youth Workers Coordinator	Gaziantep
	Kadir Kemologu	Team Leader	Suruc camp
	Hilar Bakir	Youth Worker	Suruc camp
	Gonca Islim Guzel	Youth Worker	Suruc camp
	Şenay Sevim	Youth Worker	Cevdetiye camp
	İsmail Fındık	Youth Worker	Cevdetiye camp
	Volcaln Pirinci	Multicenter manager	Sanliurfa
	Mariam	Youth Worker	Sanliurfa
	Nasrin	Youth Worker	Nusaybin Camp
	Mehmet Gulluoglu	Director General Head of International Programmes	Ankara
	Seval Guzelkilinc		Ankara
	Ayhan Balli	Field Coordinator	Gaziantep
	Eda Ozturk	Youth Workers Coordinator	Gaziantep
	Kadir Kemologu	Team Leader	Suruc camp
	Hilar Bakir	Youth Worker	Suruc camp
US (AID/BPRM)	Matthew Johnson	Humanitarian Advisor	Ankara
UK (DfID)	Simon Little	Humanitarian Advisor	Ankara
EU	Banur Ozaydin	Head, Transitional Assistance	Ankara

International NGOs

International Medical Corps	Kate Bunbury Ramadan Assi Dominique Freire Stephanie Duverge	Country Director Programme Coordinator Programme Manager	Hatay Ankara Nizip Ankara / Gaziantep
Norwegian Refugee Council	Rae Mc Grath / Julie Stieger	Country Director / Deputy CD Assistant Country Director Programmes	Gaziantep Saliurfa
Concern WorldWide Danish Refugee Council, RET ASAM	Andy Buchanan Andi Nilüfer Elkaddah Gökçe Yılmaz Tokgöz Ezgi Eraslan Cigdem Altunok Pelin Kubbe Merve Irac Sirin Kubbe Eda Istanbuler Erabl Golak	Deputy Head Project Coordinator Satellite City Coordinator, Deputy General Coordinator Deputy Projects Coordinator Centre Coordinator Nutritionist Psychologist Psychologist UNICEF Project Assistant Social worker	Urfa Ankara Ankara Ankara Gaziantep Gaziantep Gaziantep Gaziantep Gaziantep

Turkish NGOs

Mother and Child Education Foundation (ACEV) Presidency of Foreign Turks Abroad Mavi Kalem	Selman Aktas Gokhan Erkutlu Gamze Karadag Koc	Asst. Expert Vice Director General Coordinator	Ankara Istanbul Ankara
GSM – Youth Services Centre	Oykun Bağcı	Director	Ankara

Turkish research institutions

Gaziantep University	Musa Budak Mehmet Fatih Tanrikulu Mr. Murat		
Hacettepe University	Mr. Kaan Prof. Ali Caglar	Head of TOMER Programme for teaching Turkish language Vice President	Gaziantep Ankara

ANNEX G MoRES IN EDUCATION

Level 1 situation analysis of Syrians in Turkey by UNICEF is covered in the draft Situation Analysis of 2014. Overall, in the sector, data is compiled largely in relation to children in camps and non-camps. There have been constraints on this as no comprehensive joint needs assessment has been permitted. Aside of the non-camp/camp divide, there is little equity analysis available, covering possible equity gaps of gender, dis/abilities, ethnicity/religion etc., although the draft Situation Analysis does contain the statement “*Due to the lack of any arrangements for inclusive or special education, the number of Syrian children with disabilities participating in schooling is understood to be extremely low*” (p. 107).

While there was little documentation available to this effect, UNICEF clearly understands the policy environment and its constraints, and when new regulations appear, it has done an analysis of the implications for child rights, including education. There is a summary of current provision of education for Syrian children (Situation Analysis 2014)-in the camps, in the Turkish system and informal Syrian schools, providing education in Arabic.

Barriers and bottlenecks to education are articulated in the Situation Analysis as follows:

There are several reasons for non-participation in education. Child labour (See above) and lack of resources to pay education-related expenses constitute important barriers. For families struggling to meet basic needs, education is a secondary concern. Distance to school and security concerns of parents also contribute to non-participation in some places. Families may also have doubts about whether the education provided will be recognised by other educational institutions or employers in future

With respect to regular Turkish schools, Syrian families may lack the information or documents they need to enrol in Turkish schools and/or be unable to certify their children’s level of education. In any case the schools do not have the capacity to absorb the huge numbers of Syrian children, nor any clear obligation to do so. The language barrier deters Syrians from applying and schools from accepting them. No special arrangements are made to overcome this barrier, and even if Syrian children, particularly older children, enrol, they may not learn much. Syrian children may be excluded or bullied by other children.

The so-called Syrian schools which constitute the main alternative form of education outside the camps, where available, provide education in Arabic. However, they may be overcrowded and/or tuition fees may be charged. The education provided is of unknown quality, since there is little if any monitoring and teachers may be unqualified and/or unpaid. To some extent, similar quality issues may also deter participation in the temporary education centres in the camps. (p.104)”

As yet this overall analysis is not translated in a MORES framework per se into planning in education though many of the elements are used. The exception is gender and equity, which hardly appears.

Level 2 Attributing overall results in the education sector to UNICEF is easier for outputs than outcomes, for example, number of schools and classrooms constructed, furniture supplied, number of teachers trained, education kits and

early childhood kits supplied. UNICEF's influence on the development of new regulations and the opening of space for agencies to work is more difficult to determine but has been present, according to interviews of key Ministry and agency staff in Turkey (and triangulated in this way). UNICEF has commented on the drafts of those regulations as have other UN agencies. UNICEF's influence (though not the sole influence) on the process led by the government to convene Education Working groups in Ankara and Gaziantep and to register and accommodate I/NGOs in the sector can be attributed with more confidence, due to the evidence available requesting UNICEF to convene meetings. Similarly UNICEF's role and financial and technical support to the development and implementation of the Management Strategy for Foreign Education Personnel with its system for recruitment of Syrian teachers, teacher incentives and Code of Conduct, is evident

Level 3 monitoring of activities is carried out in a routine way (input to output). Much periodic monitoring and evaluation has not taken place yet. One candidate would be the effect of the teacher incentives on retention and morale of Syrian teachers for example. The YOBIS system, once fully operational, will contribute greatly to the possibility of achieving this for Syrian students and teachers, both numbers and learning progress. Regular, more formalized review of continuing and new bottleneck and barriers is needed. On a smaller scale such an analysis was conducted on YOBIS and has helped to get it operational in the field.

Level 4 monitoring, determining impact, is perhaps a little premature in the response in Turkey, and this evaluation is not the instrument to achieve that. This is partly because most interventions are so recent that impact is not yet seen. *Likely* impact is that UNICEF's interventions strengthen the system (increasing its resilience) though the Management strategy for Education personnel, ensure children have teachers (recruitment and incentives/employment), coordination of multiple providers of education, support to policies allowing better access to education, increasing places on education programmes of many types (construction, refurbishment, catch-up programmes, Turkish language training etc.) and that this eventually has an impact on the level of enrolment and learning and the skills and certification needed by Syrian children (thus increasing their personal resilience). However, the Turkish education system is under stress, and will need considerable support to encompass physical, social and cultural needs of both Syrians and Turkish children.

Determinants Framework

I) Enabling Environment

- 1) Societal norms –currently there is no evidence of achievements but planned and recommended social cohesion activities are likely to contribute to better acceptance and inclusion for Syrians
- 2) Policy/legal framework –UNICEF has contributed to the September 2014 MONE Circular for Education of Foreigners under Temporary Protection, and supported policy instruments related to Syrian teachers recruitment, Code of conduct

3) Budget/expenditure-UNICEF has supported budget discussions in MONE on the budget needs for the Education of Syrians (December 2014)

4) Institutional management/coordination –UNICEF has supported the GoT to coordinate partners, including the UN and, more recently I/NGOs. It has also supported the process to engage Provincial Commissions to review and plan for education needs of Syrian children through planning exercises begun in the last quarter of 2014. By mid-2014, the Syrian education response Unit in MoNE had grown from 1 to 5 people. This may have been influenced by the ongoing relationship of the UNICEF Education in emergencies section and other staff. Capacity building at all levels has taken place through joint working, teacher training and ongoing policy dialogue.

II) Supply

5) Availability of essential commodities/inputs. UNICEF has contributed supplies to enable improved access and quality of education services, though largely in the camps

6) Availability of adequately staffed services, facilities and information-through the management Strategy for Foreign Education personnel, UNICEF has assisted GoT to ensure adequate school places and teachers in camps, and put in place a system to recruit and incentivize Syrian teachers across the sector.

III) Demand

7) Financial access. Some financial barriers have been removed through the supply of basic school kits containing stationery and school bags, though as family resources diminish, consideration needs to be given as to how material support could be continued where needed.

8) Social and cultural practices and beliefs. There is little evidence of interventions to address early marriage and school dropout, or other practices affecting education.

9) Continuity of use-back to school campaigns in the camps, supported by UNICEF have contributed to enrolment though more needs to be done to communicate the available options for education to young people and their families and this is planned together with UNHCR. The equity dimensions of this need more work, especially in relation to gender and disability. Demand outside camps needs to be supported, especially to remove financial, social and cultural barriers, and to meet demand with supply.

IV) Quality

10) Quality of services and goods. Quality of prefabricated schools and library buildings in camps is good compared with other refugee situations, except for adequate WASH facilities and disabled access to these. UNICEF has worked with government to utilize international (INEE) and GoT standards for teacher-pupil ratios (one aspect of quality of education) although due to the unprecedented influx of refugees, this has had to be modified somewhat.

Annex H List of Abbreviations

3RP	Regional Refugee and Resilience Plan
AFAD	The Disaster and Emergency Management Presidency of Turkey
CCCs	Core Commitments for Children in Humanitarian Action (UNICEF)
CEE-CIS	Central and Eastern Europe and the Commonwealth of Independent States (UNICEF region)
CERF	Central Emergency Response Fund (UN)
CFS	Child Friendly Spaces
CPiE	Child Protection in Emergencies
DFID	UK Department for International Development
DGMM	Directorate General of Migration Management (Min. of Interior)
EMOPS	Office of Emergency Programmes (UNICEF HQ)
EPF	Emergency Programme Fund (UNICEF)
EWG	Education Working Group
FT	Fixed Term (employment contract)
GoT	Government of Turkey
HACT	Harmonized Approach to Cash Transfers (UN)
HEBs	High-energy biscuits
HR	Human Resources
IMC	International Medical Corps
INEE	Inter-agency Network for Education in Emergencies
IOM	International Organization for Migration
L3	Level 3 (Corporate Emergency)
LoU	Letter of Understanding
M&E	Monitoring and Evaluation
MENA	Middle East and North Africa (UNICEF region)
MENARO	UNICEF MENA Regional Office
MoFSP	Ministry of Family and Social Policies
MoH	Ministry of Health
MoNE	Ministry of National Education
MoRES	Monitoring Results for Equity Systems (UNICEF)
MRM	Monitoring and Reporting Mechanism
NLG	No Lost Generation (advocacy and fundraising initiative)
OECD	Organisation for Economic Cooperation and Development

OECD/DAC	OECD Development Assistance Committee
PKK	Kurdistan Workers' Party
PSS	Psychosocial support
RO	Regional Office
RRP	Refugee Response Plan
SGBV	Sexual and gender-based violence
SSOP	Simplified Standard Operating Procedures
TA	Temporary Appointment (employment contract)
TCO	Turkey Country Office (UNICEF)
TEC	Temporary Education Centre
ToR	Terms of Reference
TRCS	Turkish Red Crescent Society
UAM	Unaccompanied Minors
UNCT	UN Country Team
UNDP	UN Development Programme
UNDSS	UN Department of Safety and Security
UNHCR	Office of the UN High Commissioner for Refugees
WASH	Water, sanitation and hygiene
WHO	World Health Organisation
YOBIS	Education management information system for Syrians