

**UNICEF BULGARIA COUNTRY OFFICE**  
**TERMS OF REFERENCE**  
**FOR**  
**INTERNATIONAL CONSULTANT**  
**FOR CONDUCTING**  
**EVALUATION OF THE PROGRAMME ON PREVENTION OF VIOLENCE AND**  
**BULLYING IN SCHOOL - STEPS TOGETHER,**  
**SUPPORTED BY UNICEF CO BULGARIA**

**Start date of consultancy: 02 May 2022**

**End date consultancy: 30 October 2022**

**Total number of days: up to 40 days**

## **1. CONTEXT AND BACKGROUND**

### **General context**

Violence against children includes emotional and physical abuse, neglect or negligent treatment, sexual exploitation and abuse. It occurs in homes and families, schools, care and justice systems, workplaces and communities. Perpetrators include parents, family members, teachers, caretakers, law enforcement authorities and other children.

Many children do not feel protected in school. Globally, more than one third of all children aged between 13 and 15 say that they are regularly a subject of violence or bullying at school<sup>1</sup>. This is why the sustainable development goals put on the global agenda ending violence against children and its sustainable prevention. There is clear evidence of the harm of violence on physical and mental health and children's development, on their ability to learn and build relationships with others, to become fully functional adults and parents. School bullying and insecure school environments are one of the reasons for early drop out of the education system, reduced attendance, poor student performance, and have significant socio-economic effects as education is key for the personal and professional realization of individuals and for the prosperity of societies.

According to the study on the health and behaviour of school aged children (HBSC)<sup>2</sup> students in Bulgaria are among the top ten out of 43 surveyed countries affected by the problem of school bullying. Data from the Ministry of Education and Science<sup>3</sup> (MES) shows around 8000 cases of different forms of violence are registered in schools annually. A study of the views of

---

<sup>1</sup> A Familiar Face: Violence in the lives of children and adolescents, UNICEF, New York, 2017

<sup>2</sup> Health and behavior in school-aged children - HBSC 2013/2014: An international survey. Summary of data for Bulgaria <[https://www.unicef.bg/assets/NewsPics/2017/PDFs/HBSC\\_2013\\_2014\\_Resume.pdf](https://www.unicef.bg/assets/NewsPics/2017/PDFs/HBSC_2013_2014_Resume.pdf)> (02.07.18)

<sup>3</sup> Official data MES; National Program for prevention of violence and abuse against children (2017-2020)

Bulgarian children on important areas of their life<sup>4</sup>, conducted by UNICEF and the State Agency for Child Protection, also confirms that violence, in particular school violence, is as a major problem for children and adolescents. The different forms of aggression, violence and bullying, are identified as one of the four major problems faced by children in Bulgaria together with poverty, the easy access to drugs, alcohol and cigarettes, and the low quality of education.

Schools, on the other hand, are recognized as an important space where children, teachers and education personnel can learn and adopt pro-social behaviours that can contribute to preventing violence within the school and in the community.

In April 2017, MES initiated the development of a cross-sectoral Action Plan which aims at prevention of violence and building safety in schools. The measures include provision of psychologists and pedagogical councillors, targeted trainings of teachers, introduction of in-class and after school activities for prevention of violence. There has been a revision of the State Standard on Inclusive Education with regards to the cases of bullying and violence in schools.

A Mechanism for combatting bullying and violence in educational institutions has been introduced in the education system<sup>5</sup> to support educational institutions in their efforts to create a safe school environment. Its introduction implies the understanding that real progress in addressing violence and bullying can only be achieved by implementing a coherent and purposeful policy that is shared and implemented by all actors in the education process. The document introduces the necessary measures to create a safe school environment in the understanding of social-ecological model and a whole-school approach to prevention and intervention on violence. Each institution in the system of pre-school and school education is obliged to:

- Set up a coordination council which is responsible for planning, monitoring and coordinating efforts to tackle violence and bullying.
- Assess and analyse the situation with a view to educating the school community on the topic of violence, but also revealing prevalence of certain forms and measures taken so far.
- Based on the assessment, plan / update prevention and intervention activities at both institution and group / class level.

Despite the existence of a unified framework that lays the foundation for a safe school environment, it appears that educational institutions need support for its effective implementation and enforcement. One of the weaknesses of the approaches so far is that they are adult-oriented, and that children and adolescents are not active participants. Empowering them as equal participants in improving the school climate is an approach that also contributes to their development as responsible and independent individuals. Additionally, the role of

---

<sup>4</sup> My voice matters. UNICEF. 2015

<sup>5</sup> The document has been introduced in 2012 and its latest update was in December 2017.

parents as part of the school community needs to be strengthened and pedagogues need support for their role in the prevention process.

### **UNICEF role**

UNICEF Bulgaria is in the last year of implementation of the Country Programme for the period 2018-2022. The overall goal of the country partnership is to support Bulgaria in its efforts to enable all children and adolescents in the country, including the most disadvantaged, to enjoy their rights and develop to their full potential in an inclusive and protective society. The realization of the right of every child to live free from violence, abuse, exploitation and harmful practices is a cross-cutting element throughout the country partnership in the period 2018 – 2022.

In June 2019 an expert group was established within the MES to develop the program intervention based on a whole-school approach which addresses violence and bullying in schools. The main goal of the programme is to raise the awareness, commitment and capacity of the entire school community to prevent and tackle school violence. Theory of change model was developed to explain how the activities are envisaged to contribute to results of the Program Detailed indicators for monitoring outcomes and outputs are included in the model.

The program builds on the whole-school approach, a social-ecological model to addressing the problem. Under this approach violence is looked at as social phenomenon with drivers on several levels (individually, interpersonally-the class, the school and the local community). Tackling the problem requires a response on each level, as well as from every participant in the school community (students, pedagogical and non-pedagogical staff, principals and parents). Key components of the programme are:

- assessing the school environment and creating a school commitment to prevention work;
- raising awareness and knowledge on the issue;
- training of principals and coordination committees in the whole-school approach;
- ongoing support and training of teachers on effective classroom management and communication with parents;
- strengthening the school community through student and parent participation and other mechanisms;
- creating a student peer-to-peer support group and installing the restoration of value approach.

The Program was implemented in five pilot schools for 3 school years (one preparatory 2019-2020 and two full school years of implementation 2020 – 2022). The schools` selection was completed in two phases: 1) pre-selection of 13 schools through a questionnaire and 2) discussions with children, school staff and parents to explore their readiness and motivation to join the Programme.

Evidence and knowledge generated through the application of the approach and the implementation of the different components will inform the national policy framework on violence prevention and child protection in the education and will support the development of training packages and modules on the topic.

## **II. PURPOSE OF THE EVALUATION**

The purpose of the evaluation of the Program on Prevention of Violence and Bullying in School “Steps Together” (The Program) is to lead to improvement of the structure, implementation, and quality of the Program, and eventually to ensure its national scale up and sustainability through its legal and administrative institutionalisation and state budgeting.

The key target of the evaluation will be UNICEF CO and Ministry of Education and Science (MES) and pilot schools of the Program.

It is planned the evaluation to be supported by a Reference Group, consisting of representatives of the Ministry of Education and Science, State Agency for Child Protection, Council of Children to the State Agency for Child Protection, Ombudsman, school principals, school psychologists and pedagogical councilors and teachers and other stakeholders as per nomination by the MES. The group will support and oversee the evaluation process, as well as will review the findings and recommendations.

## **III. EVALUATION OBJECTIVES**

To conduct an independent evaluation of the model and components of the Program and their impact on the school environment and levels of violence and bullying in five pilot schools in Sofia, Teteven, Kyustendil, Iskar and Zavet.

The evaluation is both formative and summative in nature - the overall evaluation should bring an understanding and improvement of the process and also on whether the Program works.

The specific objectives will be:

- Assess and evaluate the Program, its implementation, relevance, efficiency, effectiveness, coherence and sustainability and, to the extent possible, its impact on teachers, children and parents.
- Assess the Program’s equity and child rights perspective both in terms of the capacities to reach out to and deliver support for prevention of violence and bullying in school and ensure safe school environment.
- Identify the enablers and challenges for institutionalizing and upscaling the Program nationally.
- To examine the integration of the Program into the school life and school management in pilot schools in Sofia, Teteven, Kyustendil, Iskar and Zavet.
- To examine the impact of the Program on the operationalization in schools of the Mechanism for Countering Bullying and Violence in the Institutions in the System of Preschool and School Education.
- Provide recommendations for the process of institutionalizing and scaling up of the Program nationally and for actions to ensure its quality and sustainable implementation in the future.

The provisions of the UN Convention on the Rights of the Child, including the Concluding observations to Bulgaria, and the other key human rights documents should guide the process

of the evaluation, together with design of the methodology, implementation and analysis of results. The evaluation should also be designed and carried out to assess the equity dimensions of the interventions, as well as gender equality.

#### IV. EVALUATION SCOPE

The evaluation will focus on the five pilot schools, where the Program is implemented with UNICEF and Ministry of Education and Science support and will cover the period September 2019 – present.

Geographical coverage of the evaluation includes the pilot schools in Sofia, Teteven, Kyustendil, Iskar and Zavet. The evaluation shall include the perspective and views of all relevant stakeholders: Ministry of Education and Science; school principals, school psychologists and pedagogical counsellors, teachers, children, parents, who benefited from the Program; UNICEF team – mentors of schools, Education Program Director, Coordinator of the Program, mentors and Consultant on VAC who supported the mentor’s team, Consultant leading the component for work with parents.

The Human Rights Based Approach (HRBA), equity and gender equality and mainstreaming approaches also need to be assessed. Particular attention should be paid to exploring equity dimensions of the intervention. For UNICEF equity means that all children have an opportunity to survive, develop, and reach their full potential, without discrimination, bias or favoritism. Equity-based evaluation provides assessments of what works and what does not work to reduce inequity, and it highlights intended and unintended results for the most vulnerable groups as well as the inequalities in the outcomes for vulnerable children and families. To the extent possible access to quality support and outcomes for different subgroups of vulnerable children and families should be explored in the evaluation (based on ethnicity, residence, setting – institutional/family, gender, disability, etc.) and the groups least reached identified.

#### V. EVALUATION FRAMEWORK AND QUESTIONS

The evaluation will assess the Program in terms of the following criteria: relevance to the child rights and equity agenda, effectiveness, efficiency, relevance to national priorities/context and needs, coherence, sustainability, and impact (as defined by OECD/DAC).

Below are given indicative questions to guide the evaluation but the Consultant may further expand and refine them during the inception phase in consultation with UNICEF and implementing partners and the Reference Group. The need of assessment of relevant human rights, equity and gender equality aspects should be considered while formulating the questions. Local dimension (with respect to the five towns, where the Program is implemented) should be explored as well.

<p>Relevance:</p> <p><i>The extent to which the objectives of the intervention</i></p>	<p><i>Questions should include but not limit to:</i></p> <ul style="list-style-type: none"> <li>To what extent the Program’s (objectives, strategies, activities, etc.) are realistic and feasible and aligned with the government policy priorities/policies/reforms agendas in the areas of prevention and response to VaC and specifically violence and bullying in schools?</li> </ul>
--	--

<p><i>are consistent with beneficiaries' requirements, country needs, global priorities and partners' and donors' policies.</i></p>	<ul style="list-style-type: none"> <li>• To what extent is the Program integrated into the school life and school management in the pilot schools in Sofia, Teteven, Kyustendil, Iskar and Zavet?</li> <li>• To what extent the Program's approaches are evidence-based, correspond, and address actual needs of the whole school community (school staff, children and parents) in the pilot schools?</li> <li>• Is the design of the Program and the activities appropriate for achieving the intended results and outcomes?</li> <li>• To what extent the Program adapted to changes in the context (Covid-19 pandemic) to remain relevant?</li> <li>• Has the Program design and implementation been aligned with the CRC principles (non-discrimination, best interest of the child, the right to life, participation), gender mainstreaming and Human Rights Based Approach (HRBA) to programming? Did it contribute towards gender specific approach and HRBA?</li> </ul>
<p>Coherence: <i>The extent to which other interventions (particularly policies) support or undermine the Program.</i></p>	<ul style="list-style-type: none"> <li>• Was the Program coordinated with other school policies and violence prevention practices, established in the pilot schools to encourage synergies and avoid overlap? Was there any overlap of efforts?</li> <li>• To what extent the Program supported the operationalization of the Mechanism for Countering Bullying and Violence in the Institutions in the System of Preschool and School Education in the pilot schools?</li> <li>• To what extent the Program was implemented in coherence with other programs and interventions by UNICEF/ MES, carried out at national or regional level in adding value while avoiding duplication of effort? Was there any duplication of efforts?</li> </ul>
<p>Effectiveness: <i>The positive and negative, primary and secondary long-term effects produced by an intervention, directly or indirectly, intended or unintended.</i></p>	<ul style="list-style-type: none"> <li>• Has the Program achieved the planned objectives? To what extent the objectives are realistic?</li> <li>• To what extent the target groups have been reached? Did the Program manage to reach out to the most vulnerable children? Has the Program been able to reach the whole school community in the pilot schools?</li> <li>• What are the key benefits for school principals, school psychologists/pedagogical counsellors, teachers, children, and parents who participated in the Program? Are different groups (based on ethnicity, socio-economic profile, urban-rural residence, children with special needs, etc.) benefitting to the same extent of the Program?</li> <li>• What factors affected the effectiveness of the Program and its impact on target groups? What factors affected the effectiveness in relation to the most vulnerable groups?</li> <li>• What factors (e.g. political, social, gender and cultural, social norms, systemic, or related to the Program design and implementation, professional practices, school environment etc.) were crucial for the achievement or failure to achieve the Program's objectives in the pilot schools so far?</li> <li>• Has Program provided any additional (unintended) significant contribution to or effect on target groups, including on vulnerable families and children?</li> </ul>

	<ul style="list-style-type: none"> <li>• How effective were the capacity building activities targeting principals, teachers, school psychologists/pedagogical counsellors and parents?</li> <li>• What is the level of satisfaction of school principals, teachers, school psychologists/pedagogical counsellors, children, and parents who benefited from the Program? What are their views for improving the Program?</li> </ul>
<p>Efficiency: <i>a measure of how economically resources/ inputs (funds, expertise, time, etc.) are converted to results.</i></p>	<ul style="list-style-type: none"> <li>• To what extent the available funds and expertise were used within the Programme implementation in the most efficient manner?</li> <li>• Would there have been a more cost-effective way to achieve the expected results?</li> <li>• How well the establishment and implementation of the Program was planned and managed?</li> <li>• To what extent the data collection and monitoring activities performed by UNICEF and MES informed and contributed to improving the implementation of Program activities and achievement of results?</li> </ul>
<p>Sustainability: <i>The continuation of the benefits after the end of the intervention. The probability of continued long-term benefits. The resilience to risk of the net benefit flows over time</i></p>	<ul style="list-style-type: none"> <li>• To what extent have UNICEF and MES been able to support pilot schools to ensure ownership of the Program?</li> <li>• Were the legal, institutional, and financial mechanisms beneficial to ensure sustainability of the Program?</li> <li>• What are the key factors that can positively or negatively influence the institutionalisation and long-term financial sustainability of the Program?</li> <li>• What specific recommendations could be given that would contribute to the sustainability of the Program – financial and institutional, resilience of capacities/systems underlying the continuation of benefits?</li> <li>• How sustainable are the results achieved for the whole school community in five pilot schools?</li> <li>• Are there any specific steps planned or done for ensuring sustainability an scaling up of the Program at national level?</li> </ul>
<p>Impact: <i>The positive and negative, primary and secondary long-term effects</i></p>	<ul style="list-style-type: none"> <li>• What is the impact on the Program after two years of piloting? Are there any differences in the impact in the five pilot schools?</li> <li>• To what extent did the Program contribute to capacity building of schools in view of long-term positive changes in school environment and level of violence and bullying in pilot schools?</li> </ul>

<p><i>produced directly or indirectly, intended or unintended.</i></p>	<ul style="list-style-type: none"> <li>• What are the transformative effects/ potential of the Program in terms of school norms, school environment, level of violence and bullying, target groups' wellbeing, human rights and gender equality?</li> <li>• What worked and what did not work to reduce inequities? What are the reasons for this?</li> <li>• To what extent did the Program contribute to increasing school community demand for implementing systematically the whole school approach for prevention of violence and bullying in schools? Are there any differences in the impact in the five pilot schools?</li> <li>• To what extent and in which areas the Program had significant impact? Are there any sub-group differences?</li> <li>• What factors favourably or adversely affected the impact of the Program on principals, school psychologists/pedagogical counsellors, teachers, children and parents, including on the most vulnerable?</li> <li>• To what extent the Program is recognised by the target groups in the five pilot schools and in local communities?</li> </ul>
<p><b><i>Partnerships and cooperation</i></b></p>	<ul style="list-style-type: none"> <li>• To what extent have partnerships been sought and established and synergies created to support the work of the Program?</li> <li>• Were efficient cooperation arrangements established between schools and local/national authorities?</li> <li>• Have any new partners emerged that were not initially identified?</li> </ul>

Issues related to the Human Rights-Based Approach to Programming, Equity, Results-Based Management and Gender Equality will be addressed across the evaluation questions or, if required, developed as specific points as per United Nations Evaluation Group (UNEG) Guidance on Integrating human-rights and gender equality in evaluation (see link below) and complies with the organization's commitment to gender mainstreaming as expressed in the Policy on Gender Equality and the Empowerment of Girls<sup>6</sup>.

## **VI. METHODOLOGY AND PHASES**

The evaluation will follow internationally agreed evaluation criteria of relevance, efficiency, effectiveness, impact, and sustainability.

Mixed method approach will be applied in the evaluation combining qualitative and quantitative components to ensure complementary strengths and non-overlapping weaknesses. The analysis is expected to build on information collected from variety of sources through different methods including review of administrative data, primary data collection from government representatives, monitoring of the Program, pilot schools and others. It should critically examine the information gathered and synthesize it in an objective manner. If contradictory information is obtained from different stakeholders, an effort should be made to understand the reasons for such information, including any gender-based differences.

---

<sup>6</sup> [http://www.uneval.org/documentdownload?doc\\_id=980&file\\_id=1294](http://www.uneval.org/documentdownload?doc_id=980&file_id=1294)



The evaluation should be participatory involving beneficiaries of the Program and representatives of the target groups. Methods, data collection tools and analysis should build on a human rights and child rights approach and should be gender and culturally sensitive.

The evaluation results will be validated with national partners and key stakeholders.

Inception Phase: The first step of the evaluation process will be the inception phase during which the Consultant will develop an evaluation framework, methodology, sources of information (including stakeholders to be involved) and data collection tools based on the TOR. For each of the questions and sub-questions, the Consultant will develop indicators to inform the responses and identify the corresponding means of verification. In addition, the Consultant will assess potential limitations to the evaluation work and the availability and reliability of data. During the inception phase the Consultant will also examine any ethical issues that may arise and propose appropriate mitigation strategies.

A Desk Review of relevant studies' reports and if necessary, laws, policies and strategies, Program documentation (Program description, schedule, base-line research on the levels of violence and bullying and the environment in schools, participating in the Program, mid-term assessment of the Program, final research on the levels of violence and bullying and the environment in schools participating in the Program, summaries of feedbacks of students (1-4 grade), electronic feedbacks from teachers and students (5-12 grade) from Workshops, other). The necessary documentation related to the Program will be provided by UNICEF and the respective local partners in English and in Bulgarian languages.

Primary data collection: Primary data will be collected at school level – in the five pilot schools, through in-depth, semi-structured interviews and/or individual face to face interviews/questionnaires and/or focus group discussions (depending on the methodology of the Consultant). The aim of primary data collection is to explore the opinions of school principals, school psychologists and pedagogical counsellors, teachers, children, parents in pilot schools in Sofia, Teteven, Kyustendil, Iskar and Zavet, who benefited from the Program; UNICEF team – mentors of the schools, Education Program Director, Coordinator of the Program, mentors and Consultant on VAC who supported the mentors' team, Consultants on implementing the component for work with the parents and the Ministry of Education and Science. Primary data collection from pilot schools need to include in any case opinions of principals/deputy principals and pedagogical counsellors and opinions of teachers, parents and children from all educational levels in the relevant schools. Data collection tools are subject to UNICEF ethical review. The Consultant should ensure that the methodology allows for exploring the views of representatives of different stakeholders: representatives of the MES, UNICEF team – mentors of schools, Program Director Education, the Program coordinator and the consultant on VAC, representatives of the target group. In addition, evaluation data on and from Program beneficiaries with different socio-economic, ethnic and residence (urban/rural) profile should be collected as well to assess equity dimensions of the interventions. The methodology and data collection tools should also consider language difficulties experienced by some ethnic groups whose mother tongue is not Bulgarian (Turkish and Roma).

The possibility to use electronically administered questionnaires should be considered if applicable.

Data analysis and report writing: the process will start at the inception phase when the Consultant will propose a detailed methodology and the structure of the final report. Data analysis will progress simultaneously with the desk review and the data collection. Inception report and draft final report will be reviewed by UNICEF CO and national stakeholders as well

as an external quality review company. Consultant will incorporate the received comments and submit the final report to UNICEF Bulgaria.

General considerations: The methodology of the evaluation should be in line with the United Nations Evaluation Group (UNEG) Norms and Standards. UNEG Norms and Standards and UN Evaluation Policy. The Methodology and data collection tools are subject to UNICEF ethical review.

### **Data/information sources:**

Official state institutions, pilot schools and UNICEF are the main sources of data and information for the purposes of the evaluation and are therefore considered reliable and of sufficient quality. Disaggregated data (based on ethnicity, socio-economic status, gender, disability, etc.) may not always be available through the official sources and the Program sources.

Available documentation:

- Program documentation – Program descriptions and initial and updated schedules, base-line and final research on the levels of violence and bullying and the environment in pilot schools, mid-term assessment of Program implementation;
- MoUs, related to the Program;
- National strategic and policy documents in the area of violence prevention and response.
- Statistical data of the Ministry of Education and Science for the school years 2019/2020 – 2021/2022.
- UNICEF VAC study
- Any other studies, assessments and relevant documents available or that may be provided by the partners.
- CPD 2018 – 2022.
- Mission Reports from MoES from monitoring visits in schools

All needed documents in English and in Bulgarian, together with a contact list of key stakeholders whose views should be taken into consideration, will be provided to the Consultant once a contractual agreement has been made.

### **Limitations of the evaluation**

An evaluability assessment with all the partners hasn't been conducted. However, despite some data gaps there is available information to conduct a formative evaluation. Data sources being different from country to country, trends analysis will be preferred over comparison.

The level of disaggregation of available data and the quality of data provided by the monitoring of the Program may not be sufficient to assess equity dimension. This limitation can be addressed by ensuring the participation of the most vulnerable families in the evaluation process through appropriate data collection methods and tools.

Not all documents related to the programme implementation and monitoring are at UNICEF disposal and are available in English, particularly MES records and internal reports.

End of school year is end of June 2022 which should be taken into consideration when planning the data gathering processes, particularly surveys and interviews with school staff and students.

## **VII. TENTATIVE WORK PLAN AND EVALUATION MANAGEMENT**

The evaluation will take place over the period May 2022 – October 2022 and will include the following activities, for a total up to 40 consultancy days. The Consultant will be supported for data collection and other activities, as per the below table by national expert (s). There is separate recruitment process for the national expert (s).

<b>Activities</b>	<b>Responsible</b>	<b>Expected Timeline</b>
<b>INCEPTION PHASE (14 days)</b>		
<i>Desk review of reference material and mapping of relevant stakeholders</i> UNICEF team will support the compilation of the most important background material, documents, and reports related to the object of evaluation. Documents will be provided in English and in Bulgarian language.	Consultant (5 days - remote) with the support from national expert(s) (2 days-remote).	10 of May 2022
<i>Development of the inception report</i>	Consultant (5 days - remote)	20 of May 2022
<i>Review and feedback on the draft inception report</i>	UNICEF and the Reference group	30 of May 2022
<i>Submission of the final inception report</i>	Consultant (3 days - remote)	5 of June 2022
<i>Presentation of the evaluation methodology to the Reference group</i>	Consultant (1 day - remote)	June 2022
<b>EVALUATION – IMPLEMENTATION (9 days)</b>		
<i>Orientation/training of the national expert/s to support the evaluation – preparation and training</i>	Consultant (2 days – remote or in country)	May 2022
<i>Data collection</i> <ul style="list-style-type: none"> <li>Collection of evaluation data (primary and secondary) is expected to be carried out through different techniques, including in-depth and semi-structured interviews, questioner (survey) and focus group discussions.</li> <li>Protocols/transcripts of interviews, focus groups and data/ collection (survey) results.</li> </ul>	National experts (15 days – in country)	June - July 2022
<i>Provision of methodological support and supervision to the national expert (s)</i>	Consultant (2 days - remote)	June - July 2022
<i>Data analysis</i>	Consultant (5 days - remote) and national expert (s)	July 2022

	(5 days - remote)	
<b>EVALUATION REPORTING (16 days)</b>		
<i>Development of the 1st draft evaluation report</i>	Consultant (10 days - remote) with inputs from the National expert (s) (5 days - remote)	September 2022
<i>Review and feedback from UNICEF</i>	UNICEF team	September 2022
<i>Development of the 2<sup>nd</sup> draft of the evaluation report</i>	Consultant (3 days -remote)	October 2022
<i>Review and feedback from UNICEF and the Reference group</i>	UNICEF CO and Reference group	October 2022
<i>Submission of the Final Evaluation Report, including a summary</i>	Consultant (3 days - remote)	October 2022
<b>DISSEMINATION (1 day)</b>		
<i>Presentation of key findings</i> <ul style="list-style-type: none"> <li>• Presentation of key findings of the evaluation to the Reference group and UNICEF</li> <li>• Discussions with stakeholders</li> </ul>	Consultant (1 day in country) National expert (s) (1 day in country)	October 2022
<i>Dissemination</i> Dissemination of evaluation report/key report findings (to key stakeholders and partners, Regional Office, etc.).	UNICEF team	October 2022
<i>Follow-up</i> Management response	UNICEF management	October/ November 2022

Depending on the epidemiological situation and other factors, ideally two country visits may be performed:

- June 2022 – for data collection (subject to discussion with national expert(s) and UNICEF CO);
- October 2022 – for presentation of the findings of the evaluation.

All dates are tentative and will be further discussed with UNICEF office.

**The Consultant is expected to provide the following deliverables:**

The following deliverables are expected to be produced:

1. **First draft of the Inception report**, max. 40 pages without annexes – by 20 of May 2022

The inception report should include methodological approach and rationale for choosing specific research methods (sampling approach, data collection tools, data analysis and reporting); mechanisms for quality control; limitations of the methodology, along with

mitigation strategies; proposed work plan; annotated outline of the study; outline of the potential ethical issues and mitigation strategies; data storage and data handling – procedures for ensuring data confidentiality, how, where and for what period data will be stored and accessed, procedures for release of data; data collection tools to be used in the study (as Annex); Informed consent sample (as Annex).

2. **Inception report** – by 5 June 2022.
3. **First draft evaluation report** (draft findings, conclusions and recommendations) – September 2022
4. **Second draft evaluation report** – October 2022;
5. **Final evaluation report, max. 50 pages without annexes** – October 2022.
6. **Evaluation summary** – October 2022.
7. **Two ppt presentations:** one with the methodology of the study and one summarising key findings and recommendations to be used for dissemination and advocacy
8. **Concept note for additional communication materials presenting the evaluation results** – October 2022.

All deliverables should be submitted in English.

The evaluation report must be compliant with the UNICEF-Adapted UNEG Evaluation Reports Standards<sup>7</sup> and to the GEROS Quality Assessment System<sup>8</sup>. The consultant is required to clearly identify any potential ethical issues and approaches as well as the processes for ethical reviews and will ensure that the evaluation process is ethical, in line with UNEG Ethical Guidelines, UNEG Norms and Standards.

The consultant must conform the final report to the recommendations of the CO and the external quality review board.

*Proposed structure for the inception and evaluation report (to be agreed with the Consultant):*

#### **Structure of the Evaluation Report (Tentative)**

- Title Page
- Table of content
- List of Acronyms
- Executive Summary
- Acknowledgements
- Background and Context of project implementation
- Evaluation Purpose, Objectives and Scope
- Evaluation Methodology
- Findings
- Conclusions and Lessons Learned
- Recommendations
- Annex

The structure of the final report will be further discussed with the Consultant (during the Inception Phase). The approximate size of the main body of the report should be not more than 50 pages.

#### **Requirements for effective evaluation recommendations:**

---

<sup>7</sup> <https://www.unicef.org/evaluation/documents/unicef-adapted-uneq-evaluation-reports-standards>

<sup>8</sup> <https://www.unicef.org/evaluation/global-evaluation-reports-oversight-system-geros>

- The Consultant should highlight key strategic recommendations, suggesting an appropriate sequencing in the implementation of recommendations whenever possible;
- Recommendations should be firmly based on evidence and analysis;
- Recommendations should clearly identify the specific operational units/offices/divisions responsible for its implementation.

The necessary format of the communication materials presenting the results of the evaluation will be agreed during the discussions of the draft of the final report.

### **Evaluation team composition:**

The Consultant will be assisted by one or more national expert (s). The national expert(s) will be approved and contracted by UNICEF CO separately, based on a proposal for scope of engagement and responsibilities made by the Consultant.

The competencies required from the Consultant are the following:

- Advanced degree in social sciences, law, psychology, public health policy or related fields;
- Extensive experience in conducting evaluations, assessments and analyses, with a focus on VAC prevention and response;
- Experience in evaluations, assessment and analyses of programs and policies on prevention of school violence and bullying is an asset;
- Proven knowledge on child rights;
- Ability to work in an international environment;
- Previous experience of working in CEE & CIS countries is an asset;
- Excellent analytical and report writing skills;
- Familiarity with UNICEF’s mission and mandate is an asset;
- Familiarity with UNICEF Global evaluation report oversight system<sup>9</sup> is an asset;
- Knowledge of the country context is an asset;
- Expertise on gender equality and human rights will be considered an asset;
- Excellent knowledge of English.

### **Ethical considerations:**

The evaluation should be carried out in accordance with the ethical standards set in the UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis<sup>10</sup>, including prevention of conflict of interest. The Consultant is required to clearly identify in her/his proposal any potential ethical issues and approaches, as well as the processes for ethical review and oversight of the evaluation process. The inception report should further elaborate on them including appropriate mitigation strategies to address any potential ethical issues. Participation in the research should be voluntary and the identity of the respondents

---

<sup>9</sup> <https://www.unicef.org/evaluation/documents/global-evaluation-reports-oversight-system-geros-handbook-and-summary>

<sup>10</sup> <https://www.unicef.org/evaluation/documents/unicef-procedure-ethical-standards-research-evaluation-data-collection-and-analysis>

should be protected. The inception report should also describe procedures for obtaining informed consent and preserving privacy and confidentiality of the respondents.

The evaluation methodology will go through an ethical review by an internal Ethical Board set up at UNICEF CO in Bulgaria.

**Data sharing requirements and procedures:** The consultant is responsible for ensuring that all data collected is stored and protected appropriately. Consultant needs to set up a system to ensure that personal data is accessible only to the members of the team involved in the research and is transferred securely between research team members, as well as with UNICEF. If cloud-based storage is used, limited sharing rights should be established. It should be also ensured that data cannot be moved from secure systems.

## **XII. ROLES AND RESPONSIBILITIES**

The Evaluation will be led by the UNICEF Country Office in Bulgaria. The evaluation will be supported by a Reference group, including representatives from the Ministry of Education and Science, and relevant stakeholders as per MES and UNICEF nomination. The group will review assessment methodology, support data collection, review, provide comments on and approve the report.

The selected Consultant, as well as the national expert (s) will work under the direct supervision of UNICEF Child Rights Monitoring Specialist and in close cooperation with UNICEF Education Officer, and Program coordinator. The implementation process will be jointly monitored by UNICEF and the Reference Group, including the approval of final deliverables.

UNICEF Country Office together with national partners will be responsible for providing all available documents, organizing the field visits, meetings, focal groups, consultations and interviews, for providing access to the government counterparts, donors and partners, and for coordinating the work at country level with other stakeholders.

The evaluation findings will be shared with all relevant national and local stakeholders, as well as internally within UNICEF including the UNICEF Regional Office for Europe and Central Asia.

## **XIII. PAYMENT**

The Consultant should present a detailed financial proposal in accordance with the Terms of Reference, including 1) professional fee (daily consultancy rate), 2) travel related expenses (per diem, local and international travel, accommodation), 3) other relevant cost. The price must include all costs to be borne by the applicant for undertaking the assignment. Online modality for delivery of the assignment is considered. However, it is recommended that travel cost is also included in a separate line. Travel is subject to further negotiation based on the current epidemiologic situation in the country and other applicable restrictions, if any. It is recommended however that the national expert (s) complete the tasks face-to-face.

If applicable, the Consultant is responsible for assuming costs for obtaining visas and travel insurance. The lump sum for travel should be based on economy class travel, regardless of the length of travel. Costs for accommodation, meals and incidentals shall not exceed applicable daily subsistence allowance (DSA) rates, as promulgated by the International Civil Service Commission (ICSC).

Payment shall be made as follows:



- 40% will be paid upon submission and approval of the Inception report;
- 60% will be paid upon submission and approval of the final report

The UNICEF CO will provide interpretation during the in-county visits and meetings, no matter the modality – face to face or online. The evaluator will be provided with transportation for site visits and official meetings, logistical support for meetings, translation during meetings.

#### **XIV. REMARKS AND RESERVATIONS**

UNICEF reserves the right to withhold all or a portion of payment if performance is unsatisfactory, if work/deliverables are incomplete, not delivered or for failure to meet deadlines.

All material developed will remain the copyright of UNICEF and according to UNICEF guidance on external academic publishing (January 2017). Evaluators are responsible for their performance and products. UNICEF reserves the copyrights and the products cannot be published or disseminated without prior permission of UNICEF.

Candidates interested in the consultancy should submit a proposal, all-inclusive fees (including lump sum travel and subsistence costs), timeline, resume/CV and a brief (max. to 7 pages) concept note on the evaluation framework (suggested methodology, sampling approach, etc.).

The selected candidate must undertake the on-line Basic Security in the Field training (to be provided by UNICEF).