

Individual Consultancy for
Evaluation of Cambodia Multilingual
Education National Action Plan



UNICEF Cambodia

1. INTRODUCTION

In 2014, the Cambodian Ministry of Education, Youth and Sport (MoEYS) developed, in collaboration with UNICEF and in consultation with other stakeholders, the first Multilingual Education National Action Plan (MENAP) for 2014-2018. The MENAP was endorsed and launched in October 2015, with wide participation from provincial and district offices (POEs/DOEs) of education in the five north-east provinces, and from MoEYS' Primary Education Department, Early Childhood Education Department, and other key technical department staff. The objectives of this plan are to: (i) ensure ethnic minority boys and girls have inclusive access to quality and relevant education; (ii) build the capacity of national and sub-national education officials to manage and monitor multilingual education (MLE) implementation; (iii) scale-up MLE provision in relevant provinces; and (iv) promote demand for quality MLE among school support committees, parents and local authorities.

These Terms of Reference (ToR) set out the purpose, objectives, methodology and operational modalities for an individual consultancy to evaluate the MENAP at the end of its implementation, and inform its new strategic direction. This independent evaluation is expected to begin in July 2018 and to be completed by October 2018.

2. BACKGROUND AND DESCRIPTION OF OBJECT OF THE EVALUATION

At the national level, Cambodia has been successful in getting children to enrol in and attend school. Further efforts are necessary to ensure children successfully complete basic education and achieve equal participation in the remote and most disadvantaged areas of the country. In Cambodia, the Khmer ethno-linguistic community makes up 96 per cent of the country's population of 13.4 million.¹ There are 38,327 indigenous people (around three per cent of the total population) from over 10 ethnic groups.² The majority of the indigenous population lives in the five provinces of north-eastern Cambodia. In these provinces, the issues of low preschool enrolment, high early student drop-out and high student repetition persist. The provision of multilingual education is a strategy to overcome the multiple obstacles faced by

¹ Census 2008.

² The largest indigenous groups are the Kreung, Tampoun, Broa, Joray, Phnong, Kouy and Stieng.

ethnic minority children's in accessing quality education, and it is also a unique strategy in the East Asia region.

UNICEF supported MoEYS to develop and to implement the MENAP based on the following legislation, conventions, declarations and policies: (i) the Convention on the Rights of the Child (Article 2, 20, 29, and 30); (ii) the UN's Convention on the Rights of the Indigenous Peoples; (iii) the Dakar Education Declaration (2000); (iv) Cambodia's Constitution (Article 66); (v) Cambodia's Education Law (Article 24); (vi) the National Policy for Ethnic Minorities Development (2008); (vii) Education For All Education Action Plan; (viii) National Policy on Early Childhood Care and Development (2010); (ix) the Education Strategic Plan (ESP) 2014-2018; (x) and the Prakas Number 48, 2013, Identification of Language for Learners of Khmer Nationality and Ethnic Minority Origin.

The implementation of the current MENAP is documented in MoEYS education congress reports³, UNICEF annual reports, and donor reports.⁴

MoEYS's Primary Education Department and the Early Childhood Education Department implemented the MENAP from 2014 to 2016. In 2017, the Special Education Department took on the role of implementing MENAP, together with five POEs of Ratanakiri, Kratie, Monduliri, Stung Treng and Preah Vihear provinces.

UNICEF provided technical support in the development of the MENAP in collaboration with CARE International. The Early Childhood Education Department coordinated and provided teacher training on MLE to community preschool teachers in targeted community preschools in the five provinces. In addition to the training package for community preschool teachers, CARE International provided technical support and developed additional training materials to train teachers on how to introduce Khmer language in community preschools where children were from ethnic minority groups.

In early childhood MLE, the Early Childhood Education Department trainers and POE trainers were trained by CARE International with support from UNICEF. The national trainers provided training in cascade form on MLE to community preschool teachers. In 2017, while the Special Education Department is gradually assuming its role in overseeing the delivery of MLE, POEs started to provide training to teachers on their own – the first time MLE teacher training was decentralised. However, the effectiveness of this training has not yet been assessed, and therefore will form part of this evaluation.

In primary MLE, UNICEF provided technical and financial support to MoEYS to implement MENAP. The MENAP set intended results by year for both primary education and preschools to achieve by 2018.⁵ This support has enabled MoEYS to achieve MENAP targets, such as an increase in the numbers of available multilingual education teachers and schools. There were 6,344 children (3,041 girls) enrolled in school year 2016-2017, which exceeds the figure of 5,468 students projected in MENAP. Having a larger pool of MLE teachers helped to achieve these results. The total teaching force is now 243 teachers. In partnership with CARE International, UNICEF supported the Special Education Department to develop a specially

³ Congress reports March 2018, March 2017, March 2016, and March 2015.

⁴ Annual SIDA reports, and final report to SIDA.

⁵ Please refer page 12-13 of the MENAP for a full list of intended targets, at the following link: https://unicef-my.sharepoint.com/:b:/g/personal/emattellone_unicef_org/EZ33dvdKbIVeE2zEKbRb5kBZRO16KvmkxzTBI28yENU2w?e=tWnMOH

adapted monitoring and evaluation (M&E) tool for MLE, following the child-friendly schools approach, which promotes quality education for children in all circumstances. After a series of consultations, the department underwent initial training to use the M&E tool with further opportunity to refine indicators. Core trainers and provincial education administrators were trained to use the indicators, and assessments have been carried out in 59 of the 80 MLE primary schools to date. The collected data and information is intended to be used to improve MLE service delivery, with a focus on assessing classroom management, teaching methodologies and student learning.

3. PURPOSE, OBJECTIVES AND SCOPE OF WORK

The main purpose of this evaluation is to measure the extent to which the MENAP has been implemented and how well it has been implemented to strengthen the quality of multilingual education in the five provinces (*summative*). The evaluation will also help MoEYS and UNICEF identify lessons, good practices and innovations to explore ways to improve its support to more inclusive education in Cambodia (*formative*). As MENAP is ending in December 2018, it was agreed with MoEYS that the evaluation will be carried out before the end of 2018 to inform the strategic direction of the next five-year plan, and the new Education Strategic Plan. In addition, the evaluation will be shared with UNICEF's Regional Office for East Asia and the Pacific (EAPRO) and other offices to foster learning on multilingual education across the organisation, as proposed in the Dissemination Plan.

MoEYS, including the Special Education Department, Primary Education Department, Early Childhood Education Department, Curriculum Development Department, Teacher Training Department, Preschool Teacher Training Centre, POEs and DOEs will be primary users of this evaluation, as well as UNICEF Cambodia (*primary duty bearers*) – notably the Education Section. Other stakeholders include commune councils, parents and their children (*primary rights holders*); NGOs (such as CARE International and others), EAPRO and UNICEF Headquarters (i.e., Programme Division) (*secondary duty bearers*).

The evaluation has four primary objectives:

1. Assess the extent to which the MENAP has met its specific objectives (incl. the identification of enabling factors, barriers and bottlenecks);
2. Review and validate the strategies and activities implemented to strengthen MLE as part of MENAP 2014-2018, and re-construct the theory of change;
3. Assess support provided by national and sub-national authorities to the implementation of MENAP, including the support provided by UNICEF and other implementing partners; and
4. Document lessons learned, good practices and innovations that can inform the development of the new five-year MENAP.

The evaluation will be retrospective and cover the period from 2014 to 2018 (up to the completion of the data collection), but it will be forward-looking in providing conclusions and recommendations. The timing of the evaluation is such that it will assess the quality and value of MENAP, as well as its likely sustainability and impact.

The evaluation will assess the MENAP in the context of the current Education Strategic Plan; the Decentralisation and De-concentration process; the National Strategic Development Plan; the National Social Protection Strategy for the Poor and Vulnerable and other strategies.

Geographically the evaluation will cover the five provinces included in the MENAP. Within each of the five provinces, the evaluation team will visit a sample of MLE schools and non-MLE schools for comparison purposes. Schools will be selected purposively using a maximum variation sample. This means that the evaluators will aim to select for the maximum diversity across a number of sampling criteria such as urban versus rural schools, accessibility versus remoteness, and school performance. The sampling criteria and specific schools in the five provinces will be confirmed in the Inception Report.

The evaluation will be conducted in a participatory manner, involving duty bearers⁶ and rights holders⁷ in all steps of the evaluation. The primary interviewees will be staff from MoEYS, UNICEF, POEs and DOEs, school principals, school support committees, international and national NGOs, local authorities, parents and children.

4. EVALUATION FRAMEWORK AND QUESTIONS

Evaluation evidence will be assessed using the Organisation for Economic Co-operation and Development (OECD) Development Assistance Committee's (DAC) criteria⁸ of relevance, effectiveness, efficiency, sustainability and impact. These criteria are prioritized because they capture the evaluation questions presented below. In addition, the evaluation will incorporate equity, gender equality and human rights considerations as cross-cutting issues.

Key evaluation questions (and sub-questions) are clustered according to the evaluation criteria provided. This initial list of questions will be further refined and unfolded by the evaluator and included in the Inception Report following desk review of key documents.

Relevance of the extent to which the MENAP is suited to ensure multilingual education to children (*right holders*) in five provinces, including:

- To what extent has MENAP addressed the needs of ethnic minority girls and boys in terms of access to quality and relevant education?
- To what extent are the objectives of the MENAP still valid? Were the MENAP objectives set realistically to be achieved in five years?
- Are the activities and strategies of the MENAP consistent with its overall objectives and the attainment of the intended impacts and effects?
- How relevant is UNICEF's support for MENAP in building the capacity of national and sub-national education officials to manage and monitor MLE, and scale up MLE provision?
- Has the MENAP been designed and implemented taking into consideration the Education Strategic Plan, the Decentralisation and De-concentration process, the National Strategic Development Plan, and other relevant strategies?

⁶ Primary duty bearers include MoEYS and UNICEF Cambodia.

⁷ Primary rights holders include commune councils, parents and their children.

⁸ <http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>

Effectiveness of the support provided by the MoEYS, UNICEF and other implementing partners in achieving its outcomes, including:

- To what extent have the expected outcomes of MENAP been achieved or are likely to be achieved?
- What are the results of MENAP in terms of:
 - Number of MLE preschools and primary schools;
 - Number of students in MLE preschools and primary schools; and
 - Number of teachers in MLE preschools and primary schools.
- What were the major factors influencing the achievement or non-achievement of MENAP (incl. enabling factors, barriers and bottlenecks)?
- Are results achieved similar in all five provinces? Which provinces perform better/worse and for what reason?
- How satisfied were the parents and their children of MLE services? How do local authorities value the quality of the MENAP? Is this different among the five provinces?

Efficiency of the management of MENAP to ensure timely and efficient use of resources:

- How well has MENAP been managed in terms of the technical and financial resources provided to teachers and school operation?
- Has MENAP been implemented in the most cost-effective way compared to alternative approaches?
- In what ways, and to what extent, do the costs incurred to implement MENAP justify the results achieved on quality and access to education?
- Does (will) the MENAP implementation reach its target? Within the timeframe set in the plan?

Impact resulting from the implementation of MENAP (positive and negative changes, intended and unintended) in the five provinces:

- Is there evidence of the extent to which MENAP may have contributed to ensuring ethnic minority children have access to equitable, inclusive, quality and relevant education?
- In what ways and to what extent has the MENAP changed the capacities of national and sub-national education officials to manage and monitor MLE implementation?
- What difference has MENAP made in terms of promoting demand for quality MLE among commune councils, school support committees, parents and children?
- Are there any unintended results either positive or negative associated with the implementation of MENAP?

Sustainability of the benefits of MENAP:

- What are the key barriers and bottlenecks towards achieving sustainability of MENAP?
- To what extent can components of the new MENAP be integrated and implemented under the full ownership of the government, both technically and financially?
- To what extent has UNICEF's support contributed to enhancing sustainability of MENAP?

- Are there any lessons that can be learned to promote government ownership on a wider range of issues (incl. consideration of political will, social norms and perceptions)?

Cross-cutting considerations:

- To what extent are age and gender disaggregated data collected and monitored?
- In what ways and to what extent has the MENAP integrated an equity-based approach into the design and implementation of its services?
- Does the MENAP actively contribute to the promotion of child and women's rights, especially the most vulnerable?
- To what extent and how does the MENAP ensure an equity focus?

5. EVALUATION APPROACH AND METHODOLOGY

Based on the objectives of the evaluation, this section indicates a possible approach, methods, and processes for the evaluation.⁹ **Methodological rigor will be given significant consideration in the assessment of the proposals. Hence consultants are invited to interrogate the approach and methodology proffered in the ToR and improve on it, or propose an approach they deem more appropriate, which should be guided by the UNICEF's revised Evaluation Policy (2018)¹⁰, the Evaluation Norms and Standards of the United Nations Evaluation Group (2016)¹¹, UN SWAP Evaluation Performance Indicator, UNICEF Procedure for Ethical Standards and Research, Evaluation and Data Collection and Analysis (2015)¹² and UNICEF-Adapted UNEG Evaluation Report Standards (2017).¹³** Moreover, the evaluation should consider throughout issues of equity, gender equality and human rights. In their proposal, consultants should clearly refer to triangulation, sampling plan and methodological limitations and mitigation measures. They are encouraged to also demonstrate methodological expertise in evaluating initiatives related to inclusive education, particularly MLE.

It is expected that the evaluation will employ both a theory-based (re-constructing the theory of change) and a mixed methods approach drawing on key background documents and the monitoring framework (developed by CARE International for primary education). All key documents, together with a contact list of all MENAP relevant informants will be provided to the evaluator once a contractual agreement has been made.

At a minimum, the evaluation will draw on the following methods:

- **Desk review** of background documents and other relevant data, including strategy documents, prior monitoring reports, evaluation reports and other documents judged relevant;

⁹ The proposed methodology is just indicative, and based on internal experience in conducting similar evaluations.

¹⁰ UNICEF's revised Evaluation Policy: https://www.unicef.org/about/execboard/files/2018-14-Revised_Eval-ODS-EN.pdf

¹¹ UNEG Norms: <http://www.uneval.org/document/detail/21>, UNEG Standards: <http://www.uneval.org/document/detail/22>

¹² https://www.unicef.org/supply/files/ATTACHMENT_IV-UNICEF_Procedure_for_Ethical_Standards.PDF

¹³ [https://www.unicef.org/evaldatabase/files/UNICEF_adapated_reporting_standards_updated_June_2017_FINAL\(1\).pdf](https://www.unicef.org/evaldatabase/files/UNICEF_adapated_reporting_standards_updated_June_2017_FINAL(1).pdf)

- **Literature search and review**, and analysis of secondary quantitative data (EMIS), review of material on the environment in which MENAP operates, and recent development plans and strategies;
- **Key informant interviews** with POE directors, POE staff responsible for MLE in primary and POE staff responsible for MLE community preschool, CARE International staff in Ratanakiri, Kratie, and Mondulkiri provinces;
- **Focus group discussions** with MLE teachers of primary school, MLE teachers of community preschool, school support committees and with parents and their children;
- **Case studies** of children who attend/ed MLE community preschool, children who transferred from MLE community preschool to MLE primary school;
- **Cost-effectiveness analysis** of the support provided to MLE; and
- **Structured surveys** of MLE beneficiaries to gather quantitative data of the quality of education provided.

The data collected should be disaggregated by age, gender, province, etc. where relevant, and focus on MENAP strategies and activities both at the national and sub-national level. Sampling of key informant interviews and focus group discussions should be done in consultation with UNICEF.

There are several limitations to the evaluation which can hinder the process, notably: (i) disaggregated data may not be available at the local level, or the quality of available data may not be satisfactory; (ii) interviewing government counterparts may depend on their availability; and (iii) the rainy season may hamper the data collection process. The applicants should discuss the above or other potential limitations in their proposal.

The evaluation should include the following steps:

Step 1: Desk review of relevant background documents and literature search. The evaluator will review key background documents to understand MENAP, strategies and activities since its inception in 2014 to date and literature search of secondary data to understand the context in which MENAP operates.

Step 2: Preparation of Inception Report that includes evaluation methodology and tools. The methodology should be prepared to cover all the intended objectives of the evaluation. The evaluation methodology design will be finalized in agreement with the reference group (see below) and the Inception Report should be prepared based on the Evaluation Norms and Standards of UNEG and submitted to the evaluation manager for approval.

Step 3: Data collection. The application of mixed-methods (qualitative and quantitative) is expected, which should be human rights based, including child rights based, and equity and gender sensitive, as noted above.

Step 4: Data analysis. Collected data should be analysed by using relevant analysis methods that should be clearly described in the report.

Step 5: Sharing preliminary findings. The evaluator will share preliminary findings with the reference group. While feedback will be taken into consideration and incorporated into the

draft report, the consultant is encouraged to guard against validity threats, such as personal bias.

Step 6: Draft report. The consultant prepares a draft report, with conclusions, lessons learned and recommendations drawn from the data. The report structure should follow UNICEF's evaluation report guidance.

Step 7: Finalisation of the evaluation report. The consultant will present the final draft evaluation conclusions and recommendations to the reference group and other key stakeholders in a multi-stakeholder workshop, using a PowerPoint presentation and other methodologies for presenting in a participatory manner. Recommendation of the evaluation should also be presented and prioritised. Comments and feedback on the findings and recommendations should be incorporated to finalise the report.

Good practices not covered therein are also to be followed. Any sensitive issues or concerns should be raised with the evaluation manager as soon as they are identified.

6. MANAGEMENT AND COORDINATION

The evaluation will be conducted by an external evaluation consultant who will be mainly responsible for the overall evaluation, including designing the evaluation methodology, developing tools, guiding national researchers/enumerators in data collection (as necessary), analysing data, drafting the Inception Report and the final reports with recommendations. The evaluator will operate under the supervision of UNICEF's Evaluation Specialist, who will act as evaluation manager and therefore be responsible for the day-to-day oversight and management of the evaluation and for the management of the evaluation budget. The evaluation manager will assure the quality and independence of the evaluation and guarantee its alignment with UNEG Norms and Standards and Ethical Guidelines and other relevant procedures, provide quality assurance checking that the evaluation findings and conclusions are relevant and recommendations are implementable, and contribute to the dissemination of the evaluation findings and follow-up on the management response. The evaluation manager will work in collaboration with UNICEF's Education Section, who will facilitate consultation and coordination with MoEYS. Additional quality assurance will be provided by the Regional Education Adviser and the Regional Evaluation Adviser. The final report will also be approved by MoEYS and the Country Representative at UNICEF Cambodia.

A reference group will be established, bringing together the Director or Deputy Director of the Special Education Department, officers of this department responsible for MLE; Early Childhood Education Department staff responsible for community preschools; Primary Education Department staff formerly responsible for MLE in primary school; CARE International, and UNICEF Early Childhood Education Officers and Education Officers. The reference group will have the following role: (i) contribute to the preparation and design of the evaluation, including providing feedback and comments on the Inception Report and on the technical quality of the work of the evaluator; (ii) provide comments and substantive feedback to ensure the quality – from a technical point of view – of the draft and final evaluation reports; (iii) assist in identifying internal and external stakeholders to be consulted during the evaluation process; (iv) participate in review meetings organized by the evaluation manager and with the evaluator as required; and (v) play a key role in learning and knowledge sharing from the

evaluation conclusions and recommendations, contributing to disseminating the evaluation results and follow-up on the implementation of the management response.

7. EVALUATION DELIVERABLES AND TIMELINE

Evaluation products expected for this exercise are:

1. An **Inception Report** in English of maximum 20 pages, excluding annexes and a summary note in preparation for data collection (in both English and Khmer);
2. A report of the **preliminary evaluation findings** from primary data collection (in English), including a literature review analysis and a PowerPoint presentation to facilitate a stakeholder consultation exercise;
3. A **draft and final report** (in English), including a complete first draft to be reviewed by the reference group and UNICEF EAPRO, and a penultimate draft of maximum of 40 pages, excluding annexes. The executive summary of the report should be translated in Khmer;
4. A **PowerPoint presentation** (in both English and Khmer) to be used to share findings with the reference group and with government and NGO stakeholders for use in subsequent dissemination events; and
5. A **four-page executive summary** (in both English and Khmer) that is distinct from the executive summary in the evaluation report, which is intended for a broader, non-technical and non-UNICEF audience.

Other interim products are:

- Minutes of key meetings with the evaluation manager and the reference group;
- Presentation materials for the meetings with the evaluation manager and the reference group. These may include PowerPoint summaries of work progress and conclusions to that point;
- Video and photo materials to be collected during the evaluation to enrich presentations and the report; and
- Bi-weekly reports to the evaluation manager to track progress in the implementation of the evaluation.

Outlines and descriptions of each evaluation product are meant to be indicative, and include:

- **Inception Report:** The Inception Report will be key in confirming a common understanding of what is to be evaluated, including additional insights into executing the evaluation. At this stage, the evaluator will refine and confirm evaluation questions, confirm the scope of the evaluation, further improve on the methodology proposed in the ToR and their own evaluation proposal to improve its rigor, as well as develop and validate evaluation instruments. The report will include, among other elements: i) evaluation purpose and scope, confirmation of objectives and the main themes of the evaluation; ii) evaluation criteria and questions; iii) evaluation methodology (i.e., sampling criteria), a description of data collection methods (quantitative and qualitative) and data sources (incl. a rationale for their selection), draft data collection instruments, for example questionnaires, with a data collection toolkit as an annex, an evaluation matrix that identifies descriptive and normative questions and criteria for evaluating evidence, and a discussion on the limitations of the methodology and

mitigation measures; iv) ethical protocols; v) quality control procedures; vi) training plan for national researchers/enumerators (if any); vii) field work plan including team composition, logistics, field monitoring, etc.; viii) plans for data analysis (quantitative and qualitative), including a discussion on how to enhance the reliability and validity of evaluation conclusions; ix) proposed structure of the final report; x) evaluation work plan and timeline, including a revised work and travel plan; xi) resources requirements (i.e., detailed budget allocations tied to evaluation activities, work plan deliverables); xii) annexes (i.e., organizing matrix for evaluation questions, data collection toolkit, data analysis framework, an evaluation summary note for external communication purposes). The inception report will be 20 pages in length (excluding annexes), or approximately 8,000 words, and will be presented at a formal meeting of the reference group.

- **A report of initial evaluation findings:** This report will present the initial evaluation findings from primary data collection, comprising the desk-based document review and analysis of the 2014-2018 MENAP and literature search. The report developed prior to the first drafts of the final report should be 10 pages, or about 4,000 words in length (excluding annexes, if any), and should be accompanied by a PowerPoint presentation that can be used for validation with key stakeholders.
- **A draft and final evaluation report:** The report will not exceed 40 pages, or 16,000 words, including executive summary and excluding annexes;¹⁴
- **PowerPoint presentation:** Initially prepared and used by the evaluator in presentations to the reference group, a standalone PowerPoint will be submitted to the evaluation manager as part of the evaluation deliverables.
- **A four-page executive summary for external users** will be submitted to the evaluation manager as part of the evaluation deliverables. **Infographics** should be developed as part of the evaluation summary.
- Reports will be prepared according to the UNICEF Style Guide and UNICEF Brand Toolkit (to be shared with the winning applicant) and UNICEF-Adapted UNEG Evaluation Report Standards (2017) as per Geros guidelines (refer to: footnote 13). All deliverables must be in professional level standard English and they must be proof-read by a native English speaker.
- The first draft of the final report will be received by the evaluation manager who will work with the evaluator on necessary revisions before sending the report to the reference group for comments. The evaluation manager will consolidate all comments on a response matrix, and request the evaluation team to indicate actions taken against each comment in the production of the penultimate and final drafts.

Applicants are invited to reflect on each outline and affect the necessary modifications to enhance their coverage and clarity. Having said so, products are expected to conform to the stipulated number of pages where that applies.

The results of the evaluation will be disseminated per the Dissemination Plan, and be made available to a wider-public on UNICEF Cambodia web-site and unicef.org.

¹⁴ UNICEF has instituted the Global Evaluation Report Oversight System (Geros), a system where final evaluation reports are quality assessed by an external company against UNICEF/UNEG Norms and Standards for evaluation reports. The evaluation team is expected to reflect on and conform to these standards as they write their report. The team may choose to share a self-assessment based on the Geros with the evaluation manager.

An estimated budget has been allocated for this evaluation. As reflected in Table 1, the evaluation has a timeline of four months from July to October 2018. Adequate effort should be allocated to the evaluation to ensure timely submission of all deliverables, approximately 14 weeks on the part of the evaluator.

Table 1: Proposed evaluation timeline¹⁵

ACTIVITY	DELIVERABLE	TIME ESTIMATE	RESPONSIBLE PARTY
STEP 1 & 2: DESK REVIEW AND INCEPTION REPORT		3 weeks, concurrent (Jul, 2018)	
1. Inception meeting by Skype with the Evaluation Specialist and Education Section	Meeting minutes	Week 1	Evaluator, evaluation manager
2. All relevant documents are reviewed and Inception Report is submitted that is compliant with UNICEF requirements	Draft Inception Report	Week 1-3	Evaluator
3. Present draft Inception Report to the reference group	PowerPoint presentation	Week 3	Evaluator, evaluation manager, reference group
4. Receive Inception Report and feedback to evaluator	Evaluation commenting matrix	Week 3	Evaluation manager, reference group
5. Submit Inception Report, confirm planning for field visit	Final Inception Report	Week 3	Evaluator, evaluation manager, reference group
STEP 3: DATA COLLECTION		5 weeks, consecutive (Jul to Aug, 2018)	
1. Pilot data collection tools and conduct field-based data collection based on the methodology described in the Inception Report	-	Weeks 4-8	Evaluator
STEP 4 & 5: DATA ANALYSIS AND PRELIMINARY FINDINGS		3 weeks, consecutive (Sep, 2018)	
1. Relevant analysis methods applied to analyse primary and secondary data and prepare initial evaluation findings report and presentation	Initial evaluation findings report (incl. desk review and literature search), PowerPoint presentation, meeting minutes	Week 9-11	Evaluator, evaluation manager, reference group
STEP 6 & 7: DRAFT AND FINAL REPORT		5 weeks, consecutive (Sep to Oct, 2018)	
1. Prepare and submit first draft of evaluation report	Draft report	Week 11-12	Evaluator
2. Receive first draft and feedback to evaluator	Evaluation commenting matrix	Week 13-14	Evaluation manager, reference group
3. Prepare and submit penultimate draft of evaluation report	Draft report	Week 15	Evaluator
4. Submit and present final report to reference group and other stakeholders in a multi-stakeholder	Final report, executive summary,	Week 16	Evaluator, evaluation

¹⁵ Please note that the timing of the data collection may change depending on the possibility of carrying out key informant interviews and focus group discussions and other contextual factors.

workshop and prepare presentation and other materials	PowerPoint presentation, meeting minutes		manager, reference group
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8. EVALUATOR PROFILE

The evaluation will be conducted by engaging an individual consultant that should bring the following competences:

- Holding an advanced university degree (Masters or higher) in monitoring and evaluation, education, international development, public policy, development economics or similar, including knowledge of inclusive education;
- Having extensive evaluation experience (at least 10 years) with an excellent understanding of evaluation principles and methodologies, including capacity in an array of qualitative and quantitative evaluation methods, and UNEG Norms and Standards;
- Having extensive experience in planning, implementing, managing or monitoring and evaluation, preferably in the education sector;
- Bringing a strong commitment to delivering timely and high-quality results, i.e., credible evaluations that are used for improving strategic decisions.
- Having in-depth knowledge of the UN's human rights, gender equality and equity agendas;
- Having a good team leadership and management track record, as well as excellent interpersonal and communication skills to help ensure that the evaluation is understood and used;
- Specific evaluation experience of multilingual education is strongly desired, but is secondary to a strong mixed-method evaluation background;
- Previous experience of working in an East Asian context is desirable, together with understanding of the Cambodian context and cultural dynamics;
- The consultant must be committed and willing to work independently, with limited regular supervision; s/he must demonstrate adaptability and flexibility, client orientation, proven ethical practice, initiative, concern for accuracy and quality; and
- S/he must have the ability to concisely and clearly express ideas and concepts in written and oral form as well as the ability to communicate with various stakeholders in English.

The consultant must remain in strict adherence with UNEG ethical guidelines and code of conduct. The evaluation does not need to go through an ethical review board, however, the consultant should clearly identify any potential ethical issues and approaches, as well as the processes for ethical review and oversight of the evaluation process in her/his proposal.

9. PAYMENT SCHEDULE AND PENALTIES FOR UNDERPERFORMANCE

Unless the proposers propose an alternative payment schedule, payments will be as follows:

- Approved Inception Report: 25% of the contractual amount;
- Approved initial evaluation findings report: 30% of the contractual amount;
- Approved final report: 30%; and

- Approved final presentation and other materials: 15%.

10. APPLICATION PROCESS

Interested candidates are kindly requested to apply and upload the following documents to:
<http://www.unicef.org/about/employ/>

1. Letter of interest (cover letter) with indication of applicant's ability and availability
2. CV or resume;
3. Technical evaluation proposal (see below); and
4. Financial or price proposal.

The technical evaluation proposal should include, but not be limited to the following:

- a) **Narrative description of the applicant experience** and capacity in the following areas:
 - Previous and current assignments using UNEG Norms and Standards for evaluation;
 - Use of mixed-methods in evaluation;
 - Evaluation of education interventions;
 - Evaluation of evaluation interventions related to inclusive education and MLE, ideally implemented through government institutions; and
 - Previous assignments in developing countries in general, and related to social inclusion programmes, preferably in East Asia.
- b) **Relevant references** of the proposer (past and on-going assignments) in the past five years. UNICEF may contact references persons for feedback on services provided by the proposers.
- c) **Samples or links to samples of previous relevant work** listed as reference of the proposer (at least three), on which the proposed key personnel directly and actively contributed or authored.
- d) **Methodology**: It should minimize repeating what is stated in the ToR. There is no minimum or maximum length. If in doubt, ensure sufficient detail.
- e) **Work plan**, which will include as a minimum requirement the following:
 - General work plan based on the one proposed in the ToR, with comments and proposed adjustments, if any; and
 - Detailed timetable by activity (it must be consistent with the general work plan and the financial proposal).

If there is more than one consultant on the proposed evaluation, please attach a table describing the level of effort (in number of days) of each professional in each evaluation activities, and their CV.

The financial proposal should include but not be limited to the following:

- a) **Resource costs**: Daily rate multiplied by number of days;
- b) **Conference or workshop costs (if any)**: Indicate nature and breakdown if possible.
- c) **Travel costs**: All travel costs should be included as a lump sum fixed cost. For all travel costs, UNICEF will pay as per the lump sum fixed costs provided in the proposal. A breakdown of the lump sum travel costs should be provided.

d) **Any other costs (if any):** Indicate nature and breakdown.

Please note that: i) travel costs shall be calculated based on economy class fare regardless of the length of travel; and ii) costs for accommodation, meals and incidentals. Costs will be formulated in US\$ and free of all taxes.

Applications will be assessed by utilizing the following two-stage procedure in evaluating technical assessment being completed prior to any price proposal being compared. The contract will be awarded to the candidate obtaining the highest combined technical and financial scores, subject to the satisfactory result of the verification interview.

For evaluation and selection method, the Cumulative Analysis Method (weight combined score method) shall be used for this recruitment:

a) Technical evaluation proposal: Max. 100 points, weight (70 %)

- Education and relevant working experience (20 points)
- Quality of past work (20 points)
- Relevance of the proposed methodology (40 points)
- Accuracy of the work plan (20 points)

b) Financial proposal: max. 100 points weight (30 %)

The maximum number of points shall be allotted to the lowest financial proposal that is evaluated and compared among those technical qualified candidates who have attained a minimum 60 points score in the technical evaluation. Other financial proposals will receive points in inverse proportion to the lowest price.

All applications will be treated with strict confidentiality. UNICEF is an equal opportunity employer.