

United Nations Children's Fund

TERMS OF REFERENCE FOR INDIVIDUAL CONSULTANTS AND CONTRACTORS

TITLE	FUNDING CODE	TYPE OF ENGAGEMENT	DUTY STATION
Consultancy: Strengthening children's online safety in South Africa		<input checked="" type="checkbox"/> Consultant <input type="checkbox"/> Individual Contractor Part-Time <input type="checkbox"/> Individual Contractor Full-Time	SOUTH AFRICA/ Pretoria
PURPOSE OF ACTIVITY/ASSIGNMENT:			
Evaluation of the Global Partnership funded project to strengthen UNICEF's online child protection programme in South Africa from May 2018 to August 2021.			
SCOPE OF WORK:			
<p>The consultant is expected to undertake the end of project evaluation of UNICEF South Africa's supported activities under the Global Partnership to end violence focused on safeguarding children online.</p> <p>As a result, the consultant is expected to:</p> <ul style="list-style-type: none"> • Retroactively reconstruct a programme theory of change in consultation with the programme section • Conduct an evaluability assessment at the initial phase of the evaluation to inform refinements to the preliminary evaluation questions and evaluation design • Review proposal documents, project agreements, reports, surveys, training tools, and materials produced under this partnership framework as per the initially agreed result framework attached in Annex 1 • Assess and analyze the quality and content of all documents and tools produced as a result of this investment • Keep all instruments and records of relevance to UNICEF, DSD on a central database • Evaluate the programme results • Document partnerships built throughout the project • Prepare the interview tools to assess the satisfaction of partners as part of the qualitative component of this evaluation and conduct interviews with stakeholders who were involved in the project • Present initial findings and results to UNICEF and members of the Evaluation Reference Group • Provide a draft inception and evaluation report with preliminary recommendations to the Evaluation Reference Group for validation • Compile the final inception, draft and evaluation reports based on periodic feedback received from stakeholders 			
CHILD SAFEGUARDING			
Is this project/assignment considered as " Elevated Risk Role " from a child safeguarding perspective?			
<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO If YES , check all that apply:			
Direct contact role <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO If YES, please indicate the number of hours/months of direct interpersonal contact with children, or work in their immediately physical proximity, with limited supervision by a more senior member of personnel:			
Child data role <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO If YES, please indicate the number of hours/months of manipulating or transmitting personal-identifiable information of children (name, national ID, location data, photos):			
More information is available in the Child Safeguarding SharePoint and Child Safeguarding FAQs and Updates			

Budget Year:	Requesting Section/Issuing Office:	Reasons why consultancy cannot be done by staff:	
2021	Child Protection	This external evaluation forms part of the Global Partnership Funding Proposal deliverables.	
Included in ANNUAL/ROLLING WORKPLAN:		<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO, please justify:	
CONSULTANT SOURCING:		Request for:	
<input type="checkbox"/> National <input type="checkbox"/> International <input checked="" type="checkbox"/> Both		<input checked="" type="checkbox"/> New SSA – Individual Contract <input type="checkbox"/> Extension/ Amendment	
Consultant selection method:			
<input type="checkbox"/> Competitive Selection (Roster) <input checked="" type="checkbox"/> Competitive Selection (Advertisement/Desk Review/Interview)			
If Extension, JUSTIFICATION for extension:			
Supervisor:	Start Date:	End Date:	Number of Days (working)
Planning, Monitoring & Evaluation Manager	16 August 2021	30 October 2021	45 days
WORK ASSIGNMENT OVERVIEW			
Tasks/Milestone:	Deliverables/Outputs:	Timeline	Estimate Budget
<u>Preparatory and Inception phase:</u> <ul style="list-style-type: none"> Conduct a desk review of existing literature and documents. This would include the collation and analysis of relevant documents relating to the programme as received from UNICEF, which will consist of: (1) Funding proposals, reports; (2) Instruments and records produced by partners; (3) Analysis from stakeholder interviews; (4) Documentation of webinars, seminars and crucial meetings. Reconstruction of the theory of change and their assumptions, as well as program logic. Conduct an Evaluability assessment. Preparation of the draft inception report in line with UNICEF GEROS quality assurance standards, as outlined in Annex 1 and quality assurance checklist in Annex 2. Provide a brief evaluation internship scope of work (less than one page), listing the specific support an intern can provide to the consultant during the evaluation process. 	1. Presentation of the draft inception report – via video link – to the Evaluation Reference Group 2. Final inception report with a detailed literature review, methodology, evaluation design matrix, relevant respondents (plus completed audit trail addressing all comments)	15 days	30%

<p><u>Review Phase:</u></p> <ul style="list-style-type: none"> • Preparation for data collection and undertaking of data collection from identified targeted stakeholders, including the processing of data collected. • Undertake a review of programmatic/ project data and documents for output analysis compared to funding obligations by providing a technical and analytical overview of all relevant documentation received. • Conduct an analysis of activities, frequencies, and trends during the life cycle of the End Violence Programme. The consultant shall produce reports including areas for further opportunities leading up to the development of the model national response programme • Stakeholder interviews for triangulation of programme data and evidence as part of the qualitative component of this external evaluation • Draft a preliminary report of approximately 40-60 pages in length according to UNICEF's quality assurance guidelines and format that shall promote and contribute to knowledge sharing and exchange and enhance strategies among stakeholders at different levels, e.g. country, regional, and global level. • Deliver a presentation of the draft results to stakeholders to receive feedback and inputs. 	<p>1. Deliver PowerPoint presentation (PPT) of emerging findings; draft conclusions and recommendations with key stakeholders</p> <p>2. Draft Evaluation report in accordance with UNICEF's adapted UNEG report standards as identified in annex 3 and aligned to meet the quality assurance checklist as per annex 4.</p>	<p>20 days</p>	<p>40%</p>
<p><u>Drafting, Validation and Completion Phase:</u></p> <ul style="list-style-type: none"> • Further data analysis where necessary. • Preparation of PowerPoint presentation on emerging findings, conclusions, and recommendations. • Engagement with stakeholders, including the evaluation reference group on the draft report. • Incorporation of feedback and finalization of the report in line with UNICEF Geros quality assurance standards (see Annex 4) to receive a rating of at least satisfactory. 	<p>1. Presentation (PPT)</p> <p>2. Validation meeting synopsis report</p> <p>3. Final evaluation report meeting UNICEF quality standards, with a maximum of 60 pages excluding annexes; 10-page summary of the evaluation report; Power presentation (max 20 slides).</p>	<p>10 days</p>	<p>30%</p>

1. Background and Justification

Violence against children is widespread in South Africa. Research has found that a third of young people (35.4%) reported having been victims of sexual violence at some point in their lives,ⁱ 15.1% of children had been the victim of neglect, and 34.8% of children had been the victim of physical abuse.ⁱⁱ Moreover, such violence far too often has deadly consequences - research into the causes of child deaths found that 85% of unnatural

infant deaths were caused by abandonment. In contrast, older male children were disproportionately vulnerable to being killed due to interpersonal violence with other males.ⁱⁱⁱ

South Africa has a strong legal and policy environment concerning violence against children¹, a sizeable regulated workforce, extensive university and training programmes, high-quality research and evaluation, innovative violence prevention programmes and response services and decentralized service delivery modalities. However, implementation continues to be a significant challenge² with lack of alignment across departments and lack of integrated services to children and families, insufficient and/or unpredictable funding, gaps in front-line staff skills and attitudes to address violence against children, and inadequate monitoring, reporting and evaluation.

Concerning online safety, South African children have a high level of access to internet – with over 70% of children accessing the internet – which brings significant opportunities and risks (see 'evidence' section below). The South African Kids Online Pilot study documented the nature of children internet use in South Africa; key opportunities identified included the widespread access to the internet and positive experience of use by children; existing initiatives and efforts to strengthen children's ability to access and benefit from the internet³; significant concern from parents concerning online safety. However, significant risks and challenges were also identified, including relevant legislative frameworks and policies that often do not explicitly or sufficiently address children's online safety; children face a range of risks online; parents, and teachers, and other caregivers have limited skills to support children's safe online use.

In response to the opportunities and challenges children face online, UNICEF, in collaboration with government and national stakeholders, developed and implemented a child online protection programme funded under the Global Partnership to end Violence in line with SDG 16.2 to accelerate progress towards ending all forms of violence and abuse by 2030.

1.1 About the Child Online Protection Programme

In May 2018, UNICEF, in partnership with key government Departments including the Departments of Social Development, Telecommunications and Postal Services, Education, Police and Justice, the National Prosecution Authority, and key civil society organizations implemented the child online protection programme under the Global End Violence programme. The programme aimed to strengthen children's safe use of the internet and protect children from online violence. It sought to understand the extent of the problem and the gaps in policy and implementation attached to it; undertake a consultative, participatory and cross-sectoral process to build commitment and ownership to address the issue; identify appropriate prevention and response actions that can be integrated into relevant legislation, policy and capacity building efforts for service providers; engage with industry to implement online safety standards and to complement this with practical, tested interventions to build children, caregivers, teachers and communities knowledge and skills. All phases of the programme were designed within the broader framework of the Model National Response (MNR) and INSPIRE and integrated within the broader strategies to promote internet access within South Africa and protect children from all forms of violence, abuse and exploitation.

¹ Key legislation and policies include; the Children's Act, the Child Justice Act, the National Plan of Action on Violence Against Women and Children, the Department of Social Development's Integrated Social Crime Prevention Strategy, and the White Paper on Safety and Security

² Report of Diagnostic Review of the State's Response to Violence Against Women and Children, March 2016, Department of Planning, Monitoring and Evaluation, Department of Social Development and KPMG

³ The Department of Telecommunications and Postal Services has launched a children and ICT strategy that access of children to the internet. Similarly, the Department of Education has a number of policies and guidelines to manage the use of digital technologies in schools, including guidelines for e-safety in school.

The approach aimed to more effectively link evidence, policy development, services for children, children and caregivers' knowledge and skills and industry standards concerning online safety, all embedded within broader efforts related to the protection of children. Specific districts were selected to pilot the project's various components in an integrated manner – including strengthening services, increasing children, caregivers and communities knowledge and skills and implementing industry standards - as a comprehensive package. The programme was budgeted at US\$ 999,615 and targeted four primary stakeholder levels, namely the individual, family and community level, the service level, the industry level, and the systems level. The following results were envisioned: -

1. Children, families and communities protect children from online violence and help access services when needed: To achieve this, the programme sought to build knowledge and skills of children, families, and communities to help children safely use the internet and for children to access services if they are the victim of online violence will be strengthened. In addition, a social mobilization initiative was aimed at addressed broader violence against children, which included online safety, and tools were developed to reach children, parents and communities with crucial information.

2.Children benefit from crucial services that help children stay safe online and respond to the needs of child survivors. As such, evidence was used to integrate knowledge and skills on children's online safety into the existing capacity-building efforts of key service providers. In collaboration with the Department of Basic Education, the project aimed to build upon the School Safety Framework and the e-safety in schools policy to increase children access to the internet in schools and use ICT in learning and help educators protect children from online violence. A module on online safety was included in the training curriculum for Child and Youth Care workers. Existing programmes for the police and justice sector were built upon to strengthen the skills and capacities of these sectors to keep children safe online and hold perpetrators accountable – including the Police Family Violence, Child Protection and Sexual Investigations Unit and Sexual Offences Courts.

3. ICT industry implements standards and measures to prevent and address online violence: The programme aimed at advocating with ICT actors, such as Vodacom, MTN and Telkom, for endorsement and implementation of the Guidelines for Industry on Child Online Protection, and held consultations with key actors and international experts on the Guidelines to promote their endorsement and share concrete measures that can be taken. Following the consultations, industry leaders were encouraged and supported to implement concrete actions and share good practices.

4. National authorities and civil society have increased knowledge on and commitment to address online safety: Focus was placed on strengthening the national authorities and civil society's knowledge and commitment to address children's online safety. Existing evidence and policy recommendations from the pilot study were to inform relevant legislative and policy reform and implementation, such as the revision of the Programme of Action to address Violence against Women and Children and laws and policies related to sexual offences. In addition, online safety and protection of children were to be discussed explicitly within national violence against children coordination mechanisms and included in other relevant forums such as school safety coordination mechanisms to endorse the We PROTECT Statement of Action. A nationally representative study on children's online use and a national assessment in line with the Model National Response was conducted to address remaining data and evidence gaps.

A full breakdown of the monitoring framework can be found in Annex 1.

Over the three years, considerable progress has been made with some implementation challenges due to the COVID-19 pandemic restrictions in South Africa. However, programme implementation will end in August 2021. In line with the Global Platform End Violence programme requirements, UNICEF wishes to evaluate the

programme to assess the progress towards achieving the intended results, including a cost-benefit assessment to determine the value for money of the investment made towards this initiative.

2. Purpose of the Evaluation

The purpose of this summative evaluation is to understand to what extent the programme outcomes and outputs (outlined below) were achieved as planned and assess the aspects of relevance, coherence, efficiency, effectiveness, and sustainability.

OUTCOMES			
Children, families and communities protect children from online violence, and children are able to access services when needed	Children benefit from key service that help children stay safe online and respond to the needs of child survivors	ICT industry implements standards and measures that prevent online violence among children	Increased knowledge and commitment to address online safety within national authorities and civil society
OUTPUTS			
<input type="checkbox"/> Children have increased knowledge on how to protect themselves from online violence and where to access services when needed <input type="checkbox"/> Parents have increased knowledge about online safety <input type="checkbox"/> Communities awareness of how to protect children from online violence is increased	<input type="checkbox"/> Educators have increased knowledge on how to effectively address online violence <input type="checkbox"/> Social Service Professionals have increased knowledge on how to effectively address online violence <input type="checkbox"/> Police and Justice actors have increased commitment and capacity to address online violence	<input type="checkbox"/> Increased commitment of key industry actors how to prevent and address online violence Industry implements key measures in-line with industry standards to protect children from online violence	<input type="checkbox"/> Evidence on online violence is available and used to inform relevant legislation, policies and programmes <input type="checkbox"/> Online violence is systematically addressed within coordination structures on violence against children <input type="checkbox"/> Revised Integrated Programme of Action to address Violence Against Women and Children effectively addresses online violence against children

Moreover, the evaluation will document South Africa's work in the online protection space with the Global Partnership, which will be shared with other Pathfinder countries. More specifically, the consultant will contribute to the following programme objective:

Evaluation of the Global End Violence Fund Programme/project and provide observations on the efficacy of the programme in empowering front-line workers, communities and children themselves as well as capacitating actors with skills in navigating the digital space with experience and optimal safety.

- i) Specific Objectives

- (a) To assess the outcomes and outputs of the programme implementation in line with the set objectives of the project
- (b) To critically analyze the effectiveness and efficiency of the programme outcomes and outputs
- (c) To provide lessons learned and recommendations that are aimed at informing programme improvement. In addition to making judgements about the ultimate value of the program to participants and stakeholders
- (d) To provide lessons learned and best practices to share with the Global Partnership and other countries.
- (e) To gauge to what extent the objectives of safeguarding children online have been achieved in consideration of child rights and gender and equity focus.

3. Users and intended use of the evaluation

The intended users and stakeholders of the evaluation are identified in the table below:

Users/Stakeholders	Intended Use
UNICEF South Africa Child Protection	<ul style="list-style-type: none"> To inform the future design of the child protection programme drawing upon lessons learned. To draw from recommendations to strengthen programmes to address child online protection in South Africa.
Global Partnership to End Violence	<ul style="list-style-type: none"> To document and share information on results achieved as a result of the Global Partnership investment. To identify further opportunities for the potential scale-up of the programme. To inform overall programme effectiveness and strategic planning at a broader global level.
Government and Other stakeholders: Department of Social Development (DSD), Department of Basic Education (DBS), South Africa Police Service (SAPS), Judiciary, Telecommunication and Postal Services, CSOs, etc.	<ul style="list-style-type: none"> To build on lessons learned to strengthen national efforts to enhance child online protection measures for children.

Additionally, the evaluation will help with the following:

- To inform programme users of the validity of the programme in awareness and knowledge building
- To document lessons learned and share instruments that derived from the Partnership investment
- To serve as a baseline for the development of the MNR for SA

3.1 Dissemination and advocacy

The initial dissemination and advocacy of the evaluation findings would formulate a strategic evaluation reference group that would serve as an initial conduit to share the evaluation findings with relevant partners.

This would support the development of the findings and recommendations to be taken forward. Also, presentations will be made to partners beyond the reference group consisting of line departments, civil society, business and academic institutions, with consequent recommendations for the development of the Model National Response for online protection of all children across the six pillars of the MNR. Within the context of the Global Partnership, the evaluation would serve to document the work South Africa has done in the online protection space.

4. Scope and Preliminary Evaluation Questions

a) Scope

Given the nature of the online safety project, the scope of this evaluation will be based on the validation of undertaken programme activities on a national basis. The activities under the programme have since been concluded, and these were implemented from May 2018 to August 2021. Therefore, the focus will be on the activities undertaken and the analysis of their relevance, coherence, effectiveness, efficiency, and impact. As per the project plan, the main activities of the programme consisted of developing a tool for communication and dialogue, drafting awareness-raising messages on online protection for caregivers and children, developing a training toolkit on online protection and undertaking trainings on online protection for various sets of duty bearers, and lastly, to undertake a national assessment to gauge the extent of child rights violations.

b) Preliminary Evaluation Questions

The evaluation will cover the criteria of relevance, coherence, effectiveness, and efficiency to understand the overall outcomes of the online protection programme.

- Relevance:
 - To what extent do the programme intervention's objectives and design respond to beneficiaries and partner institution's needs, policies, and priorities and continue to do so if circumstances change?
 - Are the objectives and design of the interventions sensitive to the economic, environmental, child rights, gender, equity, social, political economy, and capacity conditions in which they take place?
- Coherence:
 - To what extent are the programme's interventions synergistic with national priorities and policies on safeguarding children online?
 - What could be done to improve coherence and interlinkages with relevant national norms, standards, priorities, and policies, including child rights, equity and gender equality?
- Effectiveness:
 - To what extent was the programme's interventions achieved regarding its objectives and results, including any differential effects across groups factoring in gender and national equity considerations?
 - What were the significant factors influencing the achievement or non-achievement of the objectives and programme outputs and outcomes?
 - Were there any significant differential results by gender and subgroups, and what were the causes of these?
- Efficiency:

- To what extent did the intervention deliver the planned results in a cost-effective and timely manner? Were resources used strategically, and was adequate value achieved as a result of the final investment?
- What were the major factors which supported or impeded the delivery of programme results?
- Were the chosen strategies and approaches the most cost-effective and efficient? Were there alternatives that could have worked better, and if so, what were those?
- Impact:
 - To what extent did the intervention produce or is expected to produce significant positive or negative, intended, or unintended results?
 - Were there secondary and any potential consequences of the programme's interventions?
 - To what extent would changes in systems, behaviours or norms be reached?
- Sustainability:
 - To what extent are the net benefits of the programme's interventions likely to continue based on the institutional capacities and instruments produced through the programme?
 - What factors could improve the programme's sustainability if it were to be expanded or replicated to sustain net benefits over time?

5. Approach and methods

The evaluation will be conducted in accordance with United Nations Evaluation Group (UNEG) Norms and Standards for evaluations with an overview of the report structure and quality assurance checklist in the attached annexes three and four. The envisioned methodology would include a mixed-methods approach and include a theory of change or a program logic analysis. The evaluation approach should be human rights-based, including child rights and consider equity, including gender-sensitive. This is aimed at understanding the progress, achievements, and shortcomings of the implemented programme. A mixture of qualitative and quantitative methods to answer the evaluation questions should be employed. The evaluation consultant will be expected to develop a detailed methodology demonstrating data types and sources as part of the initial inception report.

a) Evaluability Assessment

The evaluation consultant will be expected as part of the inception phase to understand better which evaluation questions can be adequately answered through the available information and resources and which ones cannot while also identifying appropriate data sources. The evaluability assessment will also make suggestions to support the refinement of the evaluation questions, scope, and design.

The evaluability assessment will determine the following as part of the inception report:

- Has sufficient implementation period passed in order to conduct a summative evaluation?
- Has the program been designed according to a theoretical model?
- Have clear, realistic and specific objectives and result been defined?
- Was a detailed implementation plan available?
- Does the program have an operational management, monitoring and information system?
- Are program areas accessible and safe?
- Are defined activities consistent with program objectives?
- Are key partners available and willing to participate?

As part of this assessment, the evaluators will be expected to conduct a thorough review and analysis of the wide array of secondary data available to identify information gaps and other evaluability challenges and discuss

solutions to address them. This assessment should also highlight evaluation questions that cannot be evaluated at this time.

b) Data collection

Qualitative and quantitative data collection methodologies will be used. The data collection will be participatory in nature, engaging a broad range of stakeholders and data sources, including available secondary data. Preliminary reliability of disaggregated data will be conducted to justify that adequate measures were taken to ensure data quality, including evidence supporting the reliability and validity of data collection tools (e.g. interview protocols, observation tools etc.). Key sources of information will include:

- Document review during inception stage to frame the evaluation and during data collection
- Analysis of primary program data, where available
- Analysis of secondary data, including the UNISA BMR Disrupting Harm study data, which has been collected as part of the programme
- Key informant interviews with programme staff, stakeholders, Government counterparts at various levels.
- Interviews/ focus groups with beneficiaries and stakeholders who participated in the programme
- Surveys/assessments that the evaluation consultant considers appropriate for answering the key evaluation questions identified in the inception phase.

6. Specific Activities, Deliverables and Timeline

The evaluation is envisaged to proceed through the following phases depicted in the table below:

Activity	Deliverable	Timeline
<u>Preparatory and Inception phase:</u> <ul style="list-style-type: none"> • Conduct a desk review of existing literature and documents. This would include the collation and analysis of relevant documents relating to the programme as received from UNICEF, which will consist of: (1) Funding proposals, reports; (2) Instruments and records produced by partners; (3) Analysis from stakeholder interviews; (4) Documentation of webinars, seminars and crucial meetings. • Reconstruction of theories of change and their assumptions as well as program logic. • Conduct an Evaluability assessment. Preparation of the draft inception report in line with UNICEF Geros quality assurance standards, as outlined in Annex 2 and quality assurance checklist in Annex 3. • Provide a brief evaluation internship scope of work (less than one page), listing the specific support that an intern can provide to the consultant during the evaluation process. 	1. Presentation of the draft inception report – via video link – to the Evaluation Reference Group, programme section and invited stakeholders 2. Final inception report with a detailed literature review, methodology, evaluation design matrix, relevant respondents (plus completed audit trail addressing all comments)	15 days
<u>Drafting, Validation and Completion Phase:</u> <ul style="list-style-type: none"> • Further data analysis where necessary. 	1. Presentation (PPT)	20 days

Activity	Deliverable	Timeline
<ul style="list-style-type: none"> Preparation of PowerPoint presentation on emerging findings, conclusions and recommendations. Engagement with key stakeholders, including the evaluation reference group on the draft report. Incorporation of feedback and finalization of the report in line with UNICEF Geros quality assurance standards (see Annex 5) to receive a rating of at least satisfactory. 	2. Validation meeting synopsis report 3. Final evaluation report meeting UNICEF quality standards, with a maximum of 60 pages excluding annexes; 10-page summary of the evaluation report; Power presentation (max 20 slides).	
Review Phase: <ul style="list-style-type: none"> Preparation for data collection, data collection from identified target population including the processing of data collected. Undertake a review of programmatic/project data and documents for output analysis compared to funding obligations by providing a technical and analytical overview of all relevant documentation received. Conduct an analysis of activities, frequencies, and trends during the life cycle of the End Violence Programme. The consultant shall produce reports including areas for further opportunities leading up to the development of the model national response programme Stakeholder interviews for triangulation of programme data and evidence as part of the qualitative component of this external evaluation Draft a preliminary report of approximately 40-60 pages in length according to UNICEF's quality assurance guidelines and format that shall promote and contribute to knowledge sharing and exchange and enhance strategies among stakeholders at different levels, e.g. country, regional, and global level. Deliver a presentation of the draft results to stakeholders, including the evaluation reference group, to receive feedback and inputs. 	1. Deliver PowerPoint presentation (PPT) of emerging findings; draft conclusions and recommendations with key stakeholders 2. Draft Evaluation report in accordance with UNICEF's adapted UNEG report standards as identified in Annex 4 and aligned to meet the quality assurance checklist as per annex 5. 3. Following the completion of the evaluation, a brief one to two-page reflection document to provide feedback and a reference for the intern's contribution in the evaluation (as described under section 9).	10 days
<ul style="list-style-type: none"> TOTAL 		45 days

6.1 Payment Schedule

Payment shall be made on satisfactory completion of deliverables as follows:

Deliverable 1: Inception Report:	30%
Deliverable 2: Draft Report:	40%
Deliverable 3: Final Report meeting UNICEF Quality standards:	30%

Then inception report, draft report and the final report will be required to obtain a satisfactory rating by an external quality assurance facility, which will use the quality assurance checklists provided in the Annexes before payments can be made at each phase.

7. Quality Assurance mechanisms

UNICEF applies the Global Evaluation Reports Oversight System (GEROS) to support and strengthen the evaluation function. GEROS was informed by the United Nations Evaluation Group (UNEG) Norms and Standards for Evaluation 2016, and the UNICEF-adapted UNEG standards are the basis for quality assessment of final evaluation reports.

At each phase of the evaluation, major draft deliverables submitted by the consultant will be reviewed by relevant stakeholders, including that of the evaluation reference group and UNICEF regional office. Deliverables will need to be rated at least satisfactory according to the regional office's review according to the GEROS standards before the deliverable can be finalized, and the consultant can proceed to the next phase of the evaluation. Feedback and comments will be provided to the consultant for incorporation into the finalization of the draft deliverables.

Inception reports are to follow the report structure as indicated in Annex 2 and may be adjusted depending on the scope of the evaluation. Inception reports will be reviewed according to a quality assurance checklist which is available in Annex 3. Similarly, the evaluation report will follow the report structure as outlined in Annex 4 and be reviewed against the specific quality assurance criteria in Annex 5. These documents will be available to the consultant at the start of the evaluation.

8. Ethical considerations

The evaluation consultant should adhere to the following UN and UNICEF norms and standards and is expected to clearly identify any potential ethical issues and approaches, as well as the processes for ethical review and oversight of the evaluation process in their proposal. Copies of all these documents will be provided upon request:

- United Nations Evaluation Group (UNEG) Standards for Evaluation in the UN System
- United Nations Evaluation Group (UNEG) Norms for Evaluation in the UN System, including impartiality, independence, quality, transparency, consultative process
- Ethical Guidelines for UN Evaluations and the UNICEF procedure for ethical standards in research, evaluation, data collection and analysis will guide the overall process
- UNICEF adapted evaluation report standards and GEROS
- [Ethical Research Involving Children](#)
- The evaluation should incorporate the human rights-based and gender perspective and be based on results-based management principles and logical framework analysis.

The evaluation consultant is required to clearly identify any potential ethical issues and approaches, as well as the processes for ethical review and oversight of the evaluation process in their proposal. Owing to the envisaged participation of human subjects in the evaluation, the evaluation team should seek ethical review board approval either from a recognized Institutional Review Board in South Africa or via UNICEF's LTA for ethical approval.

8. Working relationships

The evaluator will be recruited by and report to the Planning, Monitoring and Evaluation (PM&E) section. The PME section will also constitute an Evaluation Reference Group (ERG), comprising key stakeholders of the evaluation, including the SACO Child Protection section, Government counterparts, Global End Violence Programme, etc. The ERG has an advisory capacity whose primary role is to review evaluation milestones (terms of reference, inception report, draft evaluation report) and to provide comments. The ERG Secretariat will maintain a written record, as part of an audit trail, of all ERG comments, which the evaluation team is expected to respond to in writing (agree – actions taken; disagree – justification). The ERG will, by default, be chaired by the PME section.

The evaluator will provide bi-weekly updates on the progress of the evaluation. Reports are also required for each payment schedule. The inception report and the draft final report will be subject to a satisfactory rating by an external quality assurance facility, using quality assurance checklists provided in Annexes 2 and 4, before payment can be made.

The evaluator will also work closely with the Child Protection section for project-specific content. In addition to liaising with different stakeholders, including government, civil society, religious sector, academia, other UN Agencies and Developmental Partners and the internet service providers as necessary.

9. Evaluation Internship programme

The UNICEF South Africa evaluation internship programme aims to promote capacity development in the evaluation field, providing young evaluators real-world work experience. The recruited evaluation consultant/institution will provide a scope of work for the intern as part of the inception phase of the evaluation, which describes the intern's work and the number of days required. Supervision of the intern will be done by the contracted evaluation consultant/institution.

The Planning, Monitoring and Evaluation section at UNICEF South Africa, in coordination with the South African Monitoring and Evaluation Association (SAMEA), will facilitate the matching process of interns to support and engage with the recruited evaluation consultant/institution. The work modality is envisioned to be remote given the current COVID-19 situation and modality of the evaluation. Following the completion of the evaluation, a brief one to two-page reflection document would be completed by the consultant based on the initial scope of work agreed upon. This would allow the intern to receive feedback and a reference for their contribution to the evaluation. The internship cost will be paid by UNICEF South Africa.

10. Required Travel

The consultant is expected to work remotely and travel when required – subject to COVID-19 restrictions. Travel costs for the consultant will be included in the total consultancy fee, with the assumption that COVID-19 regulations will be eased and travelling being critical in achieving the results. Travel costs reimbursement will depend on submission travel costs incurred.

11. Administrative details

The consultant will primarily be operating from their own office, using their office resources and materials in the execution of this assignment. The consultant will meet with UNICEF, government and other non-governmental partners online and in-person where Travel is possible. Regular meetings will be held with the consultant to finalize deliverables.

12. Conditions

- An estimate of any travel costs required for the consultancy will be included in the contract, in line with UNICEF travel cost guidelines. It will be paid on a reimbursement basis based on actual costs incurred.
- The consultant appointed will be governed by and subject to UNICEF's General Terms and Conditions for individual contracts.
- The consultant will be responsible for using their own computer and access to the internet for the assignment as well as basic office supplies.
- Under the consultancy agreements, a month is defined as 21 working days, and fees are prorated accordingly. Consultants are not paid for weekends or public holidays.
- As per UNICEF DFAM policy, payment is made against approved deliverables. No advance payment is allowed unless in exceptional circumstances against bank guarantee, subject to a maximum of 30 per cent of the total contract value in cases where advance purchases, for example, for supplies or travel, may be necessary

13. Risks

The following risks have been identified and mitigation measures in place:

Risk	Mitigation measure
There might be some challenges meeting some key informants identified for face to face interviews due to COVID-19 restrictions and delays in approval from their senior managers.	Contact key respondents early to book appointments for the consultant to collect information and ensuring virtual meetings where necessary.
Unavailability or delay of key documents for desk review.	Programme staff to provide key documents.

Estimated consultancy fee			
Travel international (if applicable)			
Travel local (please include travel plan)			
DSA (if applicable)			
TOTAL estimated consultancy costs^{iv}			
MINIMUM QUALIFICATIONS required:	KNOWLEDGE/EXPERTISE/SKILLS required:		
Bachelors <input checked="" type="checkbox"/> Masters <input type="checkbox"/> PhD <input type="checkbox"/> Other <input type="checkbox"/> Enter disciplines: Degree in Social Work, Public Health, Social Policy, Development Studies, Social Sciences or related	<ul style="list-style-type: none"> • Expertise in conducting similar or related strategic programme evaluations, including a proven track record of evaluation of similar child protection programmes supported by UN or UNICEF; • 10 years of experience working in the programme evaluation field, public policy and development environment; • Demonstrated experience in project management, evaluation, value for money analysis and partnership engagement in child protection, with a preference for experience in the areas of child safeguarding in the digital space and online safety concerning minors; • Outstanding research and analytical skills, including strong ability to analyze; integrate and summarise information from a wide range of sources; • Demonstrated capacity to engage with key stakeholders and facilitate engagement and dialogues; • Excellent writing skills in English, including a demonstrated ability to draft clear, concise and reports; • Good computer skills, including familiarity with search engines and databases; • Ability to work independently and to ensure high-quality deliverables; • Demonstrated capacity to carry out the assignment within the allocated timeframe; • An added advantage having working experience in the GBV and/or VAC programming field; • Proficiency in research methodologies application. • The candidate must submit samples (at least three) of similar work they have conducted. 		
ADMINISTRATIVE DETAILS:			
Visa assistance required: <input checked="" type="checkbox"/> Transportation arranged by the office: <input type="checkbox"/>	<input checked="" type="checkbox"/> Home Based <input type="checkbox"/> Office Based: If office based: Seating arrangement identified: <input type="checkbox"/> IT and Communication equipment required: <input type="checkbox"/>		

	Internet access required: <input type="checkbox"/>
Request Authorised by Section Head	Request Verified by HR:
<p><i>Approval of Chief of Operations (if Operations):</i> _____</p> <p><i>Approval of Deputy Representative (if Programme)</i> _____</p> <p><i>Representative (in case of single sourcing/or if not listed in Annual Workplan)</i> _____</p>	

¹ Costs indicated are estimated. Final rate shall follow the "best value for money" principle, i.e., achieving the desired outcome at the lowest possible fee. Consultants will be asked to stipulate all-inclusive fees, including lump sum travel and subsistence costs, as applicable.

Payment of professional fees will be based on submission of agreed deliverables. UNICEF reserves the right to withhold payment in case the deliverables submitted are not up to the required standard or in case of delays in submitting the deliverables on the part of the consultant

HOW TO APPLY:

Interested and qualified candidates are requested to submit their application to the following link: <http://jobs.unicef.org/cw/en-us/job/543538?IApplicationSubSourceID=> by 13 August 2021.

This notice will also appear on <http://www.unicef.org/about/employ/>, <http://www.unicef.org/southafrica>, UN Job List, UN Jobs

Please indicate your ability, availability and daily/monthly rate (in ZAR) to undertake the terms of reference above (including admin cost if applicable).

Individuals engaged under a consultancy or individual contract will not be considered "staff members" under the Staff Regulations and Rules of the United Nations and UNICEF's policies and procedures and will not be entitled to benefits provided therein (such as leave entitlements and medical insurance coverage). Their conditions of service will be governed by their contract and the General Conditions of Contracts for the Services of Consultants and Individual Contractors. Consultants and individual contractors are responsible for determining their tax liabilities and for the payment of any taxes and/or duties, in accordance with local or other applicable laws.

UNICEF is committed to diversity and inclusion within its workforce, and encourages qualified female and male candidates from South African nationals, religious and ethnic backgrounds, including persons living with disabilities, to apply to become a part of our organization

"UNICEF has a zero-tolerance policy on sexual exploitation and abuse, and on any kind of harassment, including sexual harassment, and discrimination. All selected candidates will, therefore, undergo rigorous reference and background checks."

ⁱ Artz L, Burton P, Ward CL, Leoschut L., Phyfer J, Kassanjee R, & Le Mottee C. (2016). Optimus Study South Africa: Technical Report. Sexual victimisation of children in South Africa

ⁱⁱ Ibid.

ⁱⁱⁱ Mathews S & Martin L., 2016 Developing an understanding of fatal child abuse and neglect: Results from the South African child death review pilot. SAMJ 106(12):1160-1163. DOI:10.7196.

Annexes

Annex 1: Monitoring Framework

1. Fund Monitoring Framework			2. Project Monitoring Plan		
1a. Result Level	1b. Result Description	1c. Fund Recommended Indicator	2a. Project Indicator (Use Fund recommended or propose modification to add project specificity)	2b. Data Source	2c. Project Target (#/% or date completed)
4. Individual, Family and Community level					
4a. Summary of Activities: Knowledge and skills of children, families and communities to help children safely use the internet and for children to access services if they are victim of online violence will be strengthened. A social mobilisation initiative will be developed that addresses broader violence against children which includes online safety. Tools will be developed and piloted to reach children, parents and communities with key information – including a module on online safety will be developed and integrated within existing parenting programmes and child friendly materials online safety will be developed.					
Output	Children have increased knowledge on how to protect themselves from online violence and where to access services when needed	#/% targeted children engaged in education activities for online safety			
		Hotline/helpline or online reporting mechanisms established or strengthened	# of children provided with information about online reporting mechanisms	Project reports	300,000
		#/% targeted children with access to high quality, effective child-friendly resources about online safety	# targeted children with access to high quality, effective child-friendly resources about online safety	Project reports	300,000
	Parents have increased knowledge about online safety	#/% targeted community participants (parents, educators, child service providers) engaged in education activities for online safety for children	# parenting programmes integrating online violence prevention and response	Curriculum	2
	Communities awareness of how to protect children from online violence is increased	#/% targeted individuals reached through mass media/ information/ advocacy campaigns	# of community initiatives that integrate information on online awareness	Partner reports and/or revised materials	15
Outcome	Children, families and communities protect children from online violence and children are able to access services when needed	% of participants (or sample of children) who demonstrate increased knowledge of online safety	% of participants who demonstrate increased knowledge of online safety following interventions	Pre-post intervention survey	70%
		% of reported online violence survivors who are referred to survivor services	% increase in children and parents reporting that parents/caregivers support children's safe internet usage	Pilot and follow-up survey	5% increase
Impact		# of reports of online violence involving children to hotline or online platform per 1000 population aged 18 and under (national statistic)	% of children who report using protective measures during their internet usage (such as privacy settings)	Pilot and follow-up survey	N/A – Target not required
5. Service level					
5a. Summary of Activities: In collaboration with the Department of Basic Education, the project will build upon the School Safety Framework and the e-safety in schools policy to increase children access to internet in schools, and help educators protect children from online violence. A module on online safety will be included in the training curriculum for Child and Youth Care workers. Existing programmes for police and justice sector will be strengthened strengthen the skills and capacities of these sectors to keep children					

safe online and hold perpetrators accountable – including the Police Family Violence, Child Protection and Sexual Investigations Unit and Sexual Offences Courts.					
Output	Educators have increased knowledge on how to effectively address online violence	% of educators who report practical knowledge on how to prevent online violence	# tools related to school safety that integrate online safety	Tools	4
	Social Service Professionals have increased knowledge on how to effectively address online violence	% of targeted social service providers who know how to respond to support survivors of online violence	# of social service providers who report improved knowledge on online safety and support survivors of online violence	Training logs	200
	Police and Justice actors have increased commitment and capacity to address online violence	##% targeted law enforcement, and judicial officers engaged in capacity building activities to prevent and prosecute online violence and support survivors	Plan in place to improve capacity of law enforcement to address online violence against children	Partner report	1
Outcome	Children benefit from key service that help children stay safe online and respond to the needs of child survivors	% of community participants (or sample of participants) who demonstrate increased knowledge of online safety and reporting mechanisms	% of service providers (or sample of participants) who demonstrate increased knowledge of online safety and reporting mechanisms	Training pre- and post-tests	70%
		% of social service provider participants (or sample of participants) who demonstrate increased technical skills to support survivors of online violence	% of social service provider participants (or sample of participants) who demonstrate increased technical skills to support survivors of online violence	Training pre- and post-tests	70%
		% targeted policies changed/protocols and SOPs updated among child service provider organizations and institutions	# of capacity building initiatives or curriculums for service providers that integrate online safety for children	Curriculum or initiatives project documents	3
Impact		% of online violence survivors who receive support services			N/A – Target not required
6. Industry level					
6a. Summary of Activities: Advocacy will be conducted with ICT actors, such as Vodacom, MTN and Telkom for endorsement and implementation of the Guidelines for Industry on Child Online Protection. A consultation will be held with key actors and international experts on the Guidelines to promote their endorsement and share concrete measures that can be taken. Following the consultations, industry leaders will be encouraged and supported to implement concrete measures and share good practices.					
Output	Increased commitment of key industry actors how to prevent and address online violence	# of targeted industry partners that have agreed to ICT standards to protect children from online violence	# of ICT industry who endorse industry standards for online safety of children	Industry endorsement commitments (letters, public statements)	3
	Industry implements key measures in-line with industry standards to protect children from online violence		# of targeted industry partners that have implemented functional safeguard and reporting mechanisms	Online mechanisms and/or partner reports	3
Outcome	ICT industry implements standards and measures that prevent online	% of industry participants (or sample of participants) who demonstrate increased knowledge of online safety and incident reporting mechanisms	% of industry participants (or sample of participants) who demonstrate increased knowledge of online safety and incident reporting mechanisms	Industry survey	70%

	violence among children	% targeted ICT industry partners that have implemented functional safeguard and reporting mechanisms	% targeted ICT industry partners that have implemented functional safeguard and reporting mechanisms	Industry survey	50%
Impact		% of reported cases of online violence followed up by the removal of harmful internet content			N/A – Target not required
7. System level					
7a. Summary of Activities : National authorities and civil society knowledge and commitment on children's online safety will be strengthened. Evidence and recommendations from the pilot study will be shared with stakeholders to inform relevant legislative and policy reform, such as the revision of the POA on Violence against Women and Children. Online safety and protection of children will be included in the national violence against children coordination mechanism, and other relevant forums with aim to endorse the We PROTECT Statement of Action. A nationally representative study on children's online use and a national assessment in line with the Model National Response will be conducted.					
Output	Evidence on online violence is available and used to inform relevant legislation, policies and programmes		Online violence study conducted	1	
			Number of legislative, policy or programmatic reforms amendments reflecting recommendations of study	6	
	Online violence is systematically addressed within coordination structures on violence against children	Multi-stakeholder body established to evaluate country capabilities and develop a national plan to prevent/prosecute online violence and support survivors	Online violence systematically integrated within TTT on VAWC	Meeting minutes	Yes
	Revised Integrated Programme of Action to address Violence Against Women and Children effectively addresses online violence against children	Review of legal framework, policies, regulations, government agency SOPs completed; gaps identified to prevent and prosecute online violence	Revised POA effectively addresses online violence	Revised POA	Yes
Outcome	Increased knowledge and commitment to address online safety within national authorities and civil society	% of government participants (or sample of participants) who demonstrate increased technical skills to prevent and prosecute online violence and support survivors	% of government participants (or sample of participants) who demonstrate increased commitment to and knowledge on addressing online safety	Survey	70%
		Countries have comprehensive multi-sectoral plans to prevent and prosecute online violence against children and support survivors			
		% targeted policies changed/ laws revised/ government agency policies updated to prevent and prosecute online violence against children and support survivors	% targeted policies changed/ laws revised/ government agency policies updated to prevent and prosecute online violence against children and support survivors	Laws and policies	50%
Impact		% of online violence investigations that proceed to indictment/ prosecution/ conviction			N/A – Target not required

Annex: 2

Inception Report Outline

CONTENTS

1. INTRODUCTION*

- 1.1. Objective of the evaluation
- 1.2. Background and context
- 1.3. Scope of the evaluation

2. METHODOLOGY

- 2.1. Evaluation criteria and questions
- 2.2. Conceptual framework
- 2.3. Evaluability
- 2.4. Data collection methods
- 2.5. Analytical approaches
- 2.6. Risks and potential shortcomings

3. PROGRAMME OF WORK

- 3.1. Phases of work
- 3.2. Team composition and responsibilities
- 3.3. Management and logistic support
- 3.4. Calendar of work

ANNEXES

- I. Terms of reference of the evaluation
- II. Evaluation matrix
- III. Stakeholder map
- IV. Tentative outline of the main report
- V. Interview checklists/protocols
- VI. Theory of change / outcome model
- VII. Detailed responsibilities of evaluation team members
- VIII. Reference documents
- IX. Document map
- X. Project list
- XI. Project mapping
- XII. Detailed work plan

*The structure of inception reports may be adjusted depending on the scope of the evaluation.

Annex 3: Quality Assurance Checklist of Inception Report



UNICEF Evaluation Inception Reports
Quality Review Checklist
 Universalia, 4 April 2017

IDENTIFICATION OF DELIVERABLE

	Response
Country	
Region	
Title Evaluation	
Year	
Date of Review	
Date of 2nd Review (if applicable)	
Initials of Reviewer	
Initials of Reviewer (2nd Review)	

RATING SCALES

	Rating	Explanation
Individual Rating Criteria Guide	Yes	Criterion is addressed.
	Mostly	Criterion is addressed, but fairly minor elements are missing or incorrect.
	Partly	Criterion is only partly addressed, two or more important elements are missing or incorrect.
	No	Criterion is not addressed.
	Not rated	Criterion could not be rated, reasons are provided.

	Rating	Score	Explanation
Section Rating Criteria Guide	Highly Satisfactory	4	provided with a high degree of assurance.
	Satisfactory	3	Meets UNICEF/UNEG standards for TOR and external contractors may rely on the information provided.
	Fair	2	Meets UNICEF/UNEG standards for TOR in some regards, but not all. External contractors may
	Unsatisfactory	1	Does not sufficiently meet the UNICEF/UNEG standards for TOR; and thus external contractors cannot
	Missing	0	Important aspects of the TOR that are required by the UNICEF/UNEG standards were found to be
	Not Rated	not applicable	An aspect of the TOR was not rated for a legitimate reason that does not undermine the quality of the

INCEPTION REPORT REVIEW

1. OPENING PAGES AND INTRODUCTION	Rating	Constructive Criticism (1-2 sentences with page references to suggest improvements for every statement that is not rated "yes"). If not rated, provide reasons here.
Question 1.1 Do the opening pages and introduction of the Inception Report contain all the relevant information?		
1.1.1 The introduction contains a short description of the purpose of the IR, the key activities undertaken for its preparation and its place in the evaluation process.		
1.1.2 The introduction highlights any emerging issues that have arisen during the inception phase (if applicable).		
1.1.3 Basic elements in the opening pages are presented (acronyms, table of contents, country on cover page, years covered by the evaluation, commissioning organization).		
Overall Feedback on Section 1 (3-5 sentences) - Summary of the section, highlighting what was done well and main areas for improvements.	Overall rating for section	Score
	Weighting: 0.05	0

2. CONTEXT AND DESCRIPTION OF THE OBJECT OF THE EVALUATION	Rating	Constructive Criticism (1-2 sentences with page references to suggest improvements for every statement that is not rated "yes"). If not rated, provide reasons here.
Question 2.1 Are the context of the object of the evaluation and the description of the object of the evaluation clearly presented?		
2.1.1 The description of the context include information on the initial problem and inequities at the national and/or international level, including the social, economic and political context underlying the initiative being evaluated, as well as relevant overarching policies/strategies/political frameworks.)		
2.1.2 The object of the evaluation is briefly and clearly explained (includes: objectives of the programme, stakeholders involved and their roles and stakes, time period of initiative, budget, geographic scope, phase of the project/ programme).		
2.1.3 The description of the object of the evaluation makes adequate references to human rights, gender and equity.		
2.1.4 The logic model or the theory of change of the object being evaluated is described to some extent, with the assumption that it will be further refined or finalized in the Evaluation Report.		
Overall Feedback on Section 2 (3-5 sentences) - Summary of the section, highlighting what was done well and main areas for improvements.	Overall rating for section	Score
	Weighting: 0.1	0

3. PURPOSE, OBJECTIVES AND SCOPE OF THE EVALUATION		Rating	Constructive Criticism (1-2 sentences with page references to suggest improvements for every statement that is not rated "yes"). If not rated, provide reasons here.
Question 3.1	Are the purpose, objectives and scope of the evaluation clearly presented?		
3.1.1	The evaluation purpose is clearly presented (includes: the rationale behind the evaluation, expected users, and intended use, and how the users stand to gain or lose from the results of the evaluation).		
3.1.2	The evaluation objectives are clearly presented.		
3.1.3	The scope of the evaluation is clearly defined. If different from TORs, the changes are justified (includes: what will and will not be covered including the geographic location, period, thematic field(s) of intervention, interventions to be evaluated, levels (regional, country, municipal), unit of analysis, population groups covered).		
Overall Feedback on Section 3 (3-5 sentences) - Summary of the section, highlighting what was done well and main areas for improvements.		Overall rating for section	Score
			0
		Weighting:	0.1

4. EVALUATION FRAMEWORK		Rating	Constructive Criticism (1-2 sentences with page references to suggest improvements for every statement that is not rated "yes"). If not rated, provide reasons here.
Question 4.1	Are the evaluation criteria and questions clearly presented?		
4.1.1	The Inception Report lists all of the evaluation criteria and questions as per TORs. If criteria/questions differ from TORs, the Inception Report justifies the changes. (For example, efforts to prioritize questions and reduce number of questions to address should be noted in the report.)		
Question 4.2	Is the evaluation matrix complete and containing relevant information?		
4.2.1	The Inception Report links the evaluation criteria and questions to the chosen methodology through an evaluation matrix.		
4.2.2	The matrix specifies the indicators, data sources, and data collection and methods used to answer each question.		
4.2.3	The indicators chosen are specific, easily measurable, and relevant to the corresponding evaluation questions and TOC.		
4.2.4	The evaluation questions and indicators include reference to human rights, gender and equity dimensions.		
Overall Feedback on Section 4 (3-5 sentences) - Summary of the section, highlighting what was done well and main areas for improvements.		Overall rating for section	Score
			0
		Weighting:	0.2

5. METHODOLOGY		Rating	Constructive Criticism (1-2 sentences with page references to suggest improvements for every statement that is not rated "yes"). If not rated, provide reasons here.
Question 5.1	Is the overall methodology for the evaluation clearly presented?		
5.1.1	The data collection and analysis methods are sound and appropriate and the evaluators provide a rationale for choosing specific methods.		
5.1.2	The Inception Report describes relevant methodological limitations to the evaluation.		
5.1.3	The approach to addressing methodological limitation makes sense (includes: the answerability of evaluation questions based on desk review and available data sets, the availability and reliability of the data, and any bias that may arise).		
5.1.4	The data collection tools are linked to the specific evaluation questions (the way in which the tools are designed should facilitate capturing the information needed to answer the evaluation questions).		
5.1.5	Questions in interview protocols, discussion guides and questionnaires are robust, focused, linked to the evaluation matrix and avoid leading questions.		
5.1.6	The sampling methods described for qualitative data collection are appropriate and adequate (includes ALL of the following: sample size, the geographic area(s), specific populations, sampled site/country visits, the rationale/criteria for selection, how participants/interviewees will be selected, and criteria for selection of countries to be visited/studied (if applicable)).		
5.1.7	The sampling methods described for quantitative data collection are appropriate and adequate (includes ALL of the following: sample size, the geographic area(s), specific populations, sampled site/country visits, the rationale/criteria for selection, how participants/interviewees will be selected, and criteria for selection of countries to be visited/studied (if applicable)).		
5.1.8	Key data sources are clearly presented (includes: list of documents for desk review, the group of stakeholders to be interviewed, available databases, data gaps) and appear comprehensive and reliable.		
5.1.9	The Inception Report presents and justifies any adaptations to the methods proposed in the TOR.		
5.1.10	If the evaluation asks attribution questions (outcome or impact level), an appropriate evaluation design (qualitative or quantitative) to reliably measure attribution was proposed.		
5.1.11	The Inception Report specifies that the evaluation will follow the UNEG Norms and Standards as well as the UNEG Ethical Guidelines for Evaluation. weblinks: http://www.uneval.org/normsandstandards/index.jsp http://www.unevaluation.org/ethicalguidelines		
5.1.12	The Inception Report provides details on ethical considerations that will be taken into account (e.g. confidentiality, ethical considerations related to children or vulnerable groups, possible conflict of interest, etc.).		
5.1.13	The methodology presented is technically sound, logistically feasible and appropriate considering the evaluation framework.		
Overall Feedback on Section 5 (3-5 sentences) - Summary of the section, highlighting what was done well and main areas for improvements.		Overall rating for section	Score
			0
		Weighting:	0.3

6. EVALUATION WORKPLAN		Rating	Constructive Criticism (1-2 sentences with page references to suggest improvements for every statement that is not rated "yes"). If not rated, provide reasons here.
Question 6.1	Is the workplan complete and containing relevant information?		
6.1.1	The evaluation phases are clearly described, including a timeline with associated activities, number of days for each team member, locations and deliverables.		
6.1.2	The roles and responsibilities of each member of the evaluation team are described.		
6.1.3	If the evaluation requires official ethical approval, the Inception Report describes the process to be followed.		
6.1.4	The logistics of carrying out the evaluation are discussed and the expected roles and responsibilities from the commissioning organization(s) or oversight committee are adequately explained (e.g. assistance required from UNICEF for interview arrangements, field visits, etc.).		
6.1.5	The Inception Report describes the evaluation quality assurance process.		
Overall Feedback on Section 6 (3-5 sentences) - Summary of the section, highlighting what was done well and main areas for improvements.		Overall rating for section	Score
			0
		Weighting:	0.2

7. ANNEXES		Rating	Constructive Criticism (1-2 sentences with page references to suggest improvements for every statement that is not rated "yes"). If not rated, provide reasons here.
Question 7.1	Do the annexes contain all the relevant elements?		
7.1.1	The TORs are included in the annexes.		
7.1.2	The following elements are annexed to the Inception Report: logic model/TOC, evaluation matrix, bibliography, data collection tools (draft interview protocols, survey, case study formats), list(s) of people to be interviewed.		
Overall Feedback on Section 7 (3-5 sentences) - Summary of the section, highlighting what was done well and main areas for improvements.		Overall rating for section	Score
			0
		Weighting:	0.05
		1.00	

8. OVERALL ASSESSMENT OF THE INCEPTION REPORT		Rating	Constructive Criticism (1-2 sentences with page references to suggest improvements for every statement that is not rated "yes"). If not rated, provide reasons here.
Question 8.1	Is the Inception Report coherent and logical?		
8.1.1	The sections of the Inception Report hold together in a logically consistent way that will allow for a coherent evaluation report.		
8.1.2	The style of the Inception Report is adequate (to the point, logically structured and easy to understand).		
Overall suggestions for improvements, suggestions made throughout the review should be listed clearly and succinctly, referring both to pages as well as individual criterion. (5-10 sentences)		Overall rating for section	Score
		Not Rated	0

Annex 4: Quality review checklist of draft evaluation report

UNICEF Adapted UNEG Evaluation Report Standard

The title page and opening pages provide key basic information

1. Name of the evaluation object
2. Timeframe of the evaluation and date of the report
3. Locations (country, region, etc.) of the evaluation object
4. Names and/or organizations of evaluators
5. Name of the organization commissioning the evaluation
6. Table of contents which also lists Tables, Graphs, Figures and Annexes
7. List of acronyms

Executive Summary is a stand-alone section of 2-3 pages that includes:

1. Overview of the evaluation object
2. Evaluation objectives and intended audience
3. Evaluation methodology
4. Most important findings and conclusions
5. Main recommendations

Annexes increase the credibility of the evaluation report. They may include, inter alia:

1. TORs
2. List of persons interviewed and sites visited
3. List of documents consulted
4. More details on methodology, such as data collection instruments, including details of their reliability and validity
5. Evaluators biodata and/or justification of team composition
6. Evaluation matrix

7. Results framework

Object of Evaluation

The report presents a clear and full description of the ‘object’ of the evaluation

1. The **logical model and/or the expected results chain** (inputs, outputs, and outcomes) of the object is clearly described
2. The **context of key social, political, economic, demographic, and institutional factors** that have a direct bearing on the object is described. For example, the partner government’s strategies and priorities, international, regional or country development goals, strategies and frameworks, the concerned agency’s corporate goals and priorities, as appropriate. Scale and complexity of the object of the evaluation are clearly described, for example:

3. **The number of components**, if more than one, and the size of the population each component is intended to serve, either directly or indirectly

- **The geographic context and boundaries** (such as the region, country, and/or landscape and challenges where relevant).

- **The purpose and goal, and organization/management of the object**

- The **total resources** from all sources, including human resources and budget (s) (e.g. concerned agency, partner.

4. The **key stakeholders involved** in the object implementation, including the implementing agency (s) and partners, other key stakeholders and their roles

5. The report identifies **the implementation status of the object**, including its phase of implementation and any significant changes (e.g. plans, strategies, logical frameworks) that have occurred over time and explains the implications of those changes for the evaluation

Evaluation Purpose, Objective(s) and Scope

The evaluation’s purpose, objectives and scope are fully explained

1. The purpose of the evaluation is clearly defined, including why the evaluation was needed at that point in time, who needed the information, what information is needed, how the information will be used by different intended audiences.
2. The report should provide a clear explanation of the evaluation objectives and scope including main evaluation questions and describes and justifies what the evaluation did and did not cover
3. The report describes and provides an explanation of the chosen evaluation criteria, performance standards, or other criteria used by the evaluators
- 4 As appropriate, evaluation objectives and scope include questions that address issues of gender and human rights

Evaluation Methodology

The report presents transparent description of the methodology applied to the evaluation that clearly explains how the evaluation was specifically designed to address the evaluation criteria, yield answers to the evaluation questions and achieve evaluation purposes.

1. The report describes the data collection methods and analysis, the rationale for selecting them, and their limitations. Reference indicators and benchmarks are included where relevant.
2. The report describes the data sources, the rationale for their selection, and their limitations. The report includes discussion of how the mix of data sources was used to obtain a diversity of perspectives, ensure data accuracy and overcome data limits.
3. The report describes the sampling frame – area and population to be represented, rationale for selection, mechanics of selection, numbers selected out of potential subjects, and limitations of the sample
4. The evaluation report gives me complete description of stakeholder’s consultation process in the evaluation including the rationale for selecting the particular level and activities of consultation
5. The methods employed are appropriate for the evaluation and to answer its questions.
6. The methods employed are appropriate for analysing gender and human rights issues including child rights issues identified in the evaluation scope.
7. The report presents evidence that adequate measures were taken to ensure data quality, including evidence supporting the reliability and validity of data collection tools (e.g. interview protocols, observation tools etc.)

8. The evaluation design was ethical and included ethical safeguards where appropriate, including protection of confidentiality, dignity, rights and welfare of human subjects particularly children, and respect of the values of the beneficiary community.

5. Findings

Findings respond directly to the evaluation criteria and questions detailed in the scope and objectives section of the report are based on evidence derived from data collection and analysis methods described in the methodology section of the report

1. Reported findings reflect systematic and appropriate analysis and interpretation of the data
2. Reported findings address the evaluation criteria (such as efficiency, effectiveness, sustainability, impact and relevance) and questions defined in the evaluation scope
3. Findings are objectively reported on the evidence
4. Gaps and limitations in the data and/or unanticipated findings are reported and discussed
5. Reasons for accomplishments and failures, especially continuing constraints, were identified as much as possible
6. Overall findings are presented with clarity, logic and coherence

6. Conclusions and Lessons Learned

Conclusions present reasonable judgements based on findings and substantiated by evidence and provide insights pertinent to the object and purpose of the evaluation

1. The conclusions reflect reasonable evaluative judgements relating to key evaluation questions
2. Conclusions are well substantiated by the evidence presented and are logically connected to evaluation findings
3. Stated conclusions provide insights into the identification and/or solutions of important problems issues pertinent to the prospective decisions and actions of evaluation users
4. Conclusions present strengths and weaknesses of the object (policy, programmes, projects or other intervention) being evaluated, based on the evidence presented in taking due account of the views of a diverse cross-section of stakeholders
5. Lessons learned, when presented, were generalized beyond the immediate intervention being evaluated to indicate what wider relevance there might be.

7. Recommendations

Recommendations are relevant to the object and purpose of the evaluation, are supported by evidence and conclusions, and were developed with involvement of relevant stakeholders

1. The report describes the process followed in developing the recommendation including consultation with stakeholders
2. Recommendations are firmly based on evidence and conclusions
3. Recommendations are relevant to the object and purpose of the evaluation

Annex 5: UNICEF Quality Assurance Checklist for the Evaluation Report

RATING SCALES

Individual Rating Criteria Guide	Rating		Explanation
	Yes		Criterion is addressed.
	Mostly		Criterion is addressed, but fairly minor elements are missing or incorrect.
	Partly		Criterion is only partly addressed, two or more important elements are missing or incorrect.
	No		Criterion is not addressed.
	Not rated		Criterion could not be rated, reasons are provided.

Section Rating Criteria Guide	Rating		Score	Explanation
	Highly Satisfactory		4	Exceeds UNICEF/UNEG standards for TOR and external contractors may rely on the information provided with a high degree of assurance.
	Satisfactory		3	Meets UNICEF/UNEG standards for TOR and external contractors may rely on the information provided.
	Fair		2	Meets UNICEF/UNEG standards for TOR in some regards, but not all. External contractors may continue to use the information with caution, but substantive improvements are possible.
	Unsatisfactory		1	Does not sufficiently meet the UNICEF/UNEG standards for TOR; and thus external contractors cannot rely on the information provided in the TOR.
	Missing		0	Important aspects of the TOR that are required by the UNICEF/UNEG standards were found to be absent and so the TOR are incomplete.
	Not Rated		not applicable	An aspect of the TOR was not rated for a legitimate reason that does not undermine the quality of the TOR.

DRAFT EVALUATION REPORT REVIEW

SECTION A: BACKGROUND (weight 5%)			Rating
Question 1.	Is the object of the evaluation clearly described?		
1.1	Clear and relevant description of the intervention, including: location(s), timelines, cost/budget, and implementation status		
1.2	Clear and relevant description of intended beneficiaries by type (i.e., institutions/organizations; communities; individuals...), by geographic location(s) (i.e., urban, rural, particular neighborhoods, town/cities, sub-regions...) and in terms of numbers reached (as appropriate to the purpose of the evaluation)		
1.3	Description of the relative importance of the object to UNICEF (e.g. in terms of size, influence, or positioning)		
Question 2.	Is the context of the intervention clearly described?		
2.1	Clear and relevant description of the context of the intervention (policy, socio-economic, political, institutional, international factors relevant to the implementation of the intervention)		
2.2	Clear and relevant description (where appropriate) of the status and needs of the target groups for the intervention		
2.3	Explanation of how the context relates to the implementation of the intervention		
Question 3.	Is the results chain or logic well articulated?		
3.1	Clear and complete description of the intervention's intended results		
3.2	Intervention logic presented as a coherent theory of change, logic model		
Question 4.	Are key stakeholders and their contributions clearly identified?		
4.1	Identification of implementing agency(ies), development partners, primary duty bearers, secondary duty bearers, and rights holders		
4.2	Identification of the specific contributions and roles of key stakeholders (financial or otherwise), including UNICEF		
–	Feedback on Section A - The rater will briefly (3-5 sentences) assess top line issues for this section and provide suggestions for improvements.		Overall rating for Section

SECTION B: EVALUATION PURPOSE, OBJECTIVES AND SCOPE (weight 5%)		Rating
Question 5.	Is the purpose of the evaluation clearly described?	
5.1	Specific identification of how the evaluation is intended to be used and to what this use is expected to achieve	
5.2	Identification of appropriate primary intended users of the evaluation	
Question 6.	Are the objectives and scope of the evaluation clear and realistic?	
6.1	Clear and complete description of what the evaluation seeks to achieve by the end of the process with reference to any changes made to the objectives included in the TOR	
6.2	Clear and relevant description of the scope of the evaluation: what will and will not be covered (thematically, chronologically, geographically with key terms defined), as well as the reasons for this scope (e.g., specifications by the TORs, lack of access to particular geographic areas for political or safety reasons at the time of the evaluation, lack of data/evidence on particular elements of the intervention)	
–	Feedback on Section B - The rater will briefly (3-5 sentences) assess top line issues for this section and provide suggestions for improvements.	Overall rating for Section

SECTION C: EVALUATION METHODOLOGY (weight 15%)		Rating
Question 7.	Does the evaluation provide a relevant list of evaluation criteria that are explicitly justified as appropriate for the purpose of the evaluation? UNICEF evaluation standards refer to the OECD/DAC criteria. Not all OECD/DAC criteria are relevant to all evaluation objectives and scopes. Standard OECD DAC Criteria include: Relevance; Effectiveness; Efficiency; Sustainability; Impact. Evaluations should also consider equity, gender and human rights (these can be mainstreamed into other criteria). Humanitarian evaluations should consider Coverage; Connectedness; Coordination; Protection; Security.	
7.1	Clear and relevant presentation of the evaluation framework including clear evaluation questions used to guide the evaluation	
7.2	If the framework is OTHER than UNICEF standard criteria, or if not all standard criteria of the chosen framework are included, the reasons for this are clearly explained and the chosen framework is clearly described	
Question 8.	Does the report specify methods for data collection, analysis, and sampling?	
8.1	Clear and complete description of a relevant design and set of methods that are suitable for the evaluation's purpose, objectives and scope	
8.2	Clear and complete description of the data sources, rationale for their selection and sampling strategy. This should include a description of how diverse perspectives are captured (or if not, provide reasons for this), how accuracy is ensured, and the extent to which data limitations are mitigated	
8.3	Clear and complete description of the methods of analysis, including triangulation of multiple lines and levels of evidence (if relevant)?	
8.4	Clear and complete description of limitations and constraints faced by the evaluation, including gaps in the evidence that was generated and mitigation of bias?	

Question 9.	Are ethical issues and considerations described? The evaluation should be guided by the UNEG ethical standards for evaluation. As such, the evaluation report should include:	
9.1	Explicit reference to the obligations of evaluators (independence, impartiality, credibility, conflicts of interest, accountability)	
9.2	Description of ethical safeguards for participants appropriate for the issues described (respect for dignity and diversity, right to self-determination, fair representation, compliance with codes for vulnerable groups, confidentiality, and avoidance of harm)	
9.3	ONLY FOR THOSE CASES WHERE THE EVALUATION INVOLVES INTERVIEWING CHILDREN: explicit reference is made to the UNICEF procedures for Ethical Research Involving Children	
9.4	If the Evaluation Report required an official ethical approval, it is included as an annex in the draft final evaluation report.	
–	Feedback on Section C - The rater will briefly (3-5 sentences) assess top line issues for this section and provide suggestions for improvements.	Overall rating for Section

SECTION D: EVALUATION FINDINGS (weight 20%)		Rating
Question 10.	Do the findings clearly address all evaluation objectives and scope?	#DIV/0!
10.1	Findings contain sufficient levels of evidence to systematically address all of the evaluation's questions and criteria	
10.2	If feasible and relevant to the purpose, cost analysis is clearly presented (how costs compare to similar interventions or standards, most efficient way to get expected results)-if not feasible, an explanation is provided	
10.3	Reference to the intervention's results framework in the formulation of the findings	
Question 11.	Are evaluation findings derived from the conscientious, explicit and judicious use of the best available, objective, reliable and valid data and by accurate quantitative and qualitative analysis of evidence.	#DIV/0!
11.1	The evaluation clearly presents multiple lines (including multiple time series) and levels (output, outcome, and appropriate disaggregation) of credible evidence.	
11.2	Findings are clearly supported by and respond to the evidence presented, including both positive and negative. Findings are based on clear performance indicators, standards, benchmarks, or other means of comparison.	
11.3	Unexpected effects (positive and negative) are identified and analyzed	
11.4	The causal factors (contextual, organizational, managerial, etc.) leading to achievement or non-achievement of results are clearly identified. For theory-based evaluations, findings analyze the logical chain (progression -or not- from implementation to results).	
Question 12.	Does the evaluation assess and use the intervention's Results Based Management elements?	#DIV/0!
12.1	Clear and comprehensive assessment of the intervention's monitoring system (including completeness and appropriateness of results/performance framework -including vertical and horizontal logic; M&E tools and their usage)	
12.2	Clear and complete assessment of the use of monitoring data in decision making	
–	Feedback on Section D - The rater will briefly (3-5 sentences) assess top line issues for this section and provide suggestions for improvements.	Overall rating for Section

SECTION E: EVALUATION CONCLUSIONS & LESSONS LEARNED (weight 15%)		
Question 13.	Do the conclusions present an objective overall assessment of the intervention?	
13.1	Clear and complete description of the strengths and weaknesses of the intervention that adds insight and analysis beyond the findings	
13.2	Description of the foreseeable implications of the findings for the future of the intervention (if formative evaluation or if the implementation is expected to continue or have additional phase)	
13.3	The conclusions are derived appropriately from findings	
Question 14.	Are lessons learned correctly identified?	
14.1	Correctly identified lessons that stem logically from the findings, presents an analysis of how they can be applied to different contexts and/or different sectors, and takes into account evidential limitations such as generalizing from single point observations.	
–	Feedback on Section E - The rater will briefly (3-5 sentences) assess top line issues for this section and provide suggestions for improvements.	Overall rating for Section

SECTION F: RECOMMENDATIONS (weight 15%)		Rating
Question 15.	Are recommendations well grounded in the evaluation?	
15.1	Recommendations are logically derived from the findings and/or conclusions	
15.2	Recommendations are useful to primary intended users and uses (relevant to the intervention and provide realistic description of how they can be made operational in the context of the evaluation)	
15.3	There is a clear description of the process for developing recommendations, including a relevant explanation if the level of participation of stakeholders at this stage is not in proportion with the level of participation in the intervention and/or in the conduct of the evaluation	
Question 16.	Are recommendations clearly presented?	
16.1	Clear identification of target group for action for each recommendation (or clearly clustered group of recommendations)	
16.2	Clear prioritization and/or classification of recommendations to support use	
–	Feedback on Section F - The rater will briefly (3-5 sentences) assess top line issues for this section and provide suggestions for improvements.	Overall rating for Section

SECTION G: EVALUATION STRUCTURE/PRESENTATION (weight 5%)		Rating
Question 17.	Does the evaluation report include all relevant information?	
17.1	Opening pages include: Name of evaluated object, timeframe of the object evaluated, date of report, location of evaluated object, names and/or organization(s) of the evaluator(s), name of organization commissioning the evaluation, table of contents -including, as relevant, tables, graphs, figures, annexes-; list of acronyms/abbreviations, page numbers	
17.2	Annexes should include, when not present in the body of the report: Terms of Reference, Evaluation matrix, list of interviewees, list of site visits, data collection instruments (such as survey or interview questionnaires), list of documentary evidence Other appropriate annexes could include: additional details on methodology, copy of the results chain, information about the evaluator(s)	
Question 18.	Is the report logically structured?	
18.1	The structure is easy to identify and navigate (for instance, with numbered sections, clear titles and sub-titles)	
18.2	Context, objectives and methodology would normally precede findings, which would normally be followed by conclusions, lessons learned and recommendations	
18.3	The draft evaluation report has an appropriate length? (range in pages ex. 40-60 pages)	
–	Feedback on Section G - The rater will briefly (3-5 sentences) assess top line issues for this section and provide suggestions for improvements.	Overall rating for Section

SECTION H: EVALUATION PRINCIPLES (weight 15%)		Rating
Question 19.	Did the evaluation design and style consider incorporation of the UN and UNICEF's commitment to a human rights-based approach to programming, to gender equality, and to equity?	
19.1	Reference and use of rights-based framework, and/or CRC, and/or CCC, and/or CEDAW and/or other rights related benchmarks in the design of the evaluation	
19.2	Clear description of the level of participation of key stakeholders in the conduct of the evaluation, and description of the rationale for the chosen level of participation (for example, a reference group is established, stakeholders are involved as informants or in data gathering)	
19.3	Stylistic evidence of the inclusion of these considerations can include: using human-rights language; gender-sensitive and child-sensitive writing; disaggregating data by gender, age and disability groups; disaggregating data by socially excluded groups.	
Question 20.	Does the evaluation assess the extent to which the implementation of the intervention addressed gender, equity & child rights?	
20.1	Identification and assessment of the presence or absence of equity considerations in the design and implementation of the intervention	
20.2	Identification and assessment of the presence or absence of gender in the design and implementation of the intervention	
20.3	Explicit analysis of the involvement in the object of right holders, duty bearers, and socially marginalized groups, and the differential benefits received by different groups of children	
20.4	Clear proportionality between the level of participation in the intervention and in the evaluation, or clear explanation of deviation from this principle (this may be related to specifications of the TORs, inaccessibility of stakeholders at the time of the evaluation, budgetary constraints, etc.)	
Question 21.	Does the evaluation meet UN SWAP evaluation performance indicators?	
	Note: this question will be rated according to UN SWAP standards	
21.1	GEEW is integrated in the Evaluation Scope of analysis and Indicators are designed in a way that ensures GEEW-related data will be collected	
21.2	Evaluation Criteria and Evaluation Questions specifically address how GEEW has been integrated into the design, planning, implementation of the intervention and the results achieved.	
21.3	A gender-responsive Evaluation Methodology, Methods and tools, and Data Analysis Techniques are selected.	
21.4	The evaluation Findings, Conclusions and Recommendation reflect a gender analysis	
–	Feedback on Section H - The rater will briefly (3-5 sentences) assess top line issues for this section and provide suggestions for improvements.	Overall rating for Section

SECTION I: EXECUTIVE SUMMARY (weight 5%)		Rating
Question 22.	Can the executive summary inform decision-making?	
22.1	An executive summary is provided that is of relevant conciseness and depth for primary intended users	
22.2	Includes all necessary elements (overview of the intervention, evaluation purpose, objectives and intended audience, evaluation methodology, key findings, key conclusions, key recommendations)	
22.3	Includes all the necessary information to understand the intervention and the evaluation AND does not contain information not already included in the rest of the report	
–	Feedback on Section I - The rater will briefly (3-5 sentences) assess top line issues for this section and provide suggestions for improvements.	Overall rating for Section