TERMS OF REFERENCE

Country Programme Evaluation of the Eritrea-UNICEF Country Programme of Cooperation, January 2017-December 2021

Terms of Reference

1   Introduction

In accordance with the coverage norms of UNICEF's Evaluation Policy 2018, every UNICEF Country Programme must be evaluated at least once every two country programme cycles. Such Country Programme Evaluations (CPEs) are conducted by the Evaluation Section of the respective UNICEF Regional Office.

CPEs intend to capture and demonstrate evaluative evidence of UNICEF's contributions to development results at the country level, as well as the effectiveness of UNICEF's strategy in facilitating and leveraging national efforts for achieving development results. Their purpose is to:

- Identify key lessons from the ongoing Country Programme to inform the development of the next UNICEF Country Programme Document (CPD)
- Strengthen accountability of UNICEF to national and international stakeholders
- Strengthen accountability of UNICEF to the Executive Board

The CPE will be managed by the Evaluation Section of UNICEF's East and Southern Africa Regional Office, under the overall oversight of the ESARO Regional Director, and in close collaboration with the UNICEF Eritrea Country Office, Government of Eritrea and development partners. Quality assurance will be provided by UNICEF's Evaluation Office, which reports directly to UNICEF's Executive Director, and is functionally independent within the Organization. The CPE will be conducted in accordance with the provisions of UNICEF's 2018 Evaluation Policy and the norms and standards of the United Nations Development Group (UNEG).

The terms of reference present a brief description of the Country Programme; the scope, objectives and key questions of the evaluation; evaluation methodology; stakeholder involvement; roles and responsibilities; evaluation process; deliverables; and evaluators' qualifications.

2   National Context

Situation of Children in Eritrea

Situated in the Horn of Africa, Eritrea is affected by harsh climatic conditions where groundwater sources are affected by cyclical droughts; and when it rains communities living in the lowlands often experience flooding. These conditions contribute to food insecurity, malnutrition, and childhood illness. Many communities still face inadequate access to health and education services due the rugged topography of Eritrea and long distances between heath facilities and/or schools and communities. Also, Eritrea also a considerable number of nomadic communities who rotate seasonally between the lowlands and the highlands and hence are hard to reach for essential services.

Despite these difficult terrains, Eritrea has continued to make efforts to address the key deprivations affecting children. The proportion of people living in poverty declined from 70 per cent in 1995 to 58 per cent in 2015 (Eritrea 2015, MDG report). Under-five mortality rate declined from 136 per 1,000 live births in 1995 to 40.5 in 2019. Net primary enrolment increased from 42 per cent in 1995 to 83.4% (85.6% male, 81.5% female) per cent in 2017 (EMIS 2018/2019). Full immunization coverage has been maintained at over 95% (HMIS, 2020). Nutrition remains a key national priority for the government of Eritrea, and while the existing data is quite old (50%

stunting, EPHS 2010), concerns remains, not only to address the over 15% Global Acute Malnutrition amongst U5 children with 4.2% being severely malnourished, but also anemia among pregnant women at 24%.

In the reporting year, an additional 55per cent of rural communities were declared open defecation-free (ODF); As of 2020, there is a reduction in the percentage of people practicing open defecation from 66 per cent to 45 percent (target: 52 percent), along with a small increase (to 57.7 per cent) in the proportion of rural dwellers able to access safe water (target: 57.5).

While, the EPHS 2010, data indicates 12.9 per cent of women aged 20-24 married by age 15, and 40.7 per cent by age 18, and child marriage cited as a principal reason for not attending school by 69 per cent for women and 39 per cent for men aged 15-29 who never attended school, the government has demonstrated high political commitment to addressing existing harmful traditional practices such as female genital mutilation and underage marriage with a functional inter-sectoral coordination structures and many communities declaring abandonment of the practice. It is envisaged that new data will indicate positive progress in addressing the harmful traditional practices.

Governance, Policy and Contextual Challenges.

Eritrea is governed by a single ruling party; The People's Front for Democracy and Justice. President Isais Afwerki is the President and officially serves as both head of state and head of government. The popularly elected National Assembly of 150 seats, formed in 1993 shortly after independence from Ethiopia, elected the current president, Isaias Afewerki. There have been no general elections since its official independence in 1993. A new constitution was ratified in 1997, but has not been implemented. Since the National Assembly last met in 2002, President Isaias Afwerki has exercised the powers of both the executive and legislative branches of government.

Following a successful referendum on independence for the Autonomous Region of Eritrea between 23 and 25 April 1993, on 19 May of that year, the Provisional Government of Eritrea (PGE) issued a Proclamation regarding the reorganization of the Government. It declared that during a four-year transition period, and sooner if possible, it would draft and ratify a constitution, prepare a law on political parties, prepare a press law, and carry out elections for a constitutional government. In March 1994, the PGE created a constitutional commission charged with drafting a constitution flexible enough to meet the current needs of the population.

A historical turning point took place on July 9th, 2018 with the Joint Declaration of Peace and Friendship between the Prime Minister of Ethiopia and the President of Eritrea, changing the status quo in Eritrea and the region and ending almost three decades of no-peace no war. The two countries quickly re-established diplomatic and economic ties, telecommunication lines, trade and the free movement of people through their borders and resumed flights between the two countries. These steps were followed by a peace agreement with Somalia and rapprochement with Djibouti. On 14 November 2018, the UN Security Council voted unanimously to lift the sanctions on Eritrea imposed since December 2009.

Programme & Operational Modalities: However, following the peace agreement the government began a "national reprioritization exercise" in the context of the peace and to set new priorities and a new national development plan. The National Indicative Development Plan ceased to exist since Dec 2018 and following the Peace agreement, the GoE has stated five priorities, referred as `RoadMap'. Citing the changed political climate and following the proposed Roadmap, the GoSE had stopped direct cash transfers (DCTs) by UN agencies to implementing partners and instead activated funds to be routed via Ministry of Naitonal Development (MoND) since mid-2019, thus impacting on the efficiency of fund transfers and programme delivery. This resulted in

interim freeze of the current SPCF (mid 2018-May 2019) between the government and the UN in Eritrea as programmes were on `suspended' status for nearly a year.

UNICEF pushed for advocacy at the highest levels to unlock the "freeze" and in January 2019, high-level advocacy by UNICEF's Deputy Executive Director (DED) with Eritrea's Head of State helped to unlock the stalemate in place since mid-2018.

In January 2019,   GoSE announced the five Roadmap priorities as, Agriculture, Health and Nutrition, Education, Water and Capacity building,   These Roadmap priorities were in alignment with existing UNICEF priorities as mentioned in the current SPCF.   Despite the freeze on cash transfer during the suspended period, UNICEF nevertheless continued to provide technical assistance to implementing partners,   ministries of health, education and labour and social welfare to deliver services to the most vulnerable children and women throughout the year.

Although, the peace agreement of 2018 has helped to end the decades of animosity between Eritrea and Ethiopia, many children and youth often use irregular channels to leave the country in search of what they consider 'greener pastures'. Although no official data are available, a number of children, youth and others have reportedly left Eritrea since land borders with Ethiopia were opened in September 2018.

Contextual challenges

The environment in Eritrea is still sensitive and complex. While UNICEF continues to advocate at the highest levels, the absence of recent data is a huge constraint, with the Eritrea Population and Health Survey of 2010 still being used widely for assessments by all UN agencies. Lack of internet service is a key challenge, limiting the development of virtual programmes, especially since the onset of the COVID-19 pandemic, which inadvertently affected students during the school closure, which are still in effect.

The harsh topography and climatic conditions prevalent in Eritrea due to its geographic location also impact GoSE efforts to provide equitable health and education opportunities (SDGs 3 and 4) for children and youth, particularly the most vulnerable in hard-to-reach areas and nomadic communities that rotate seasonally between the lowlands and highlands.

Looking ahead, ECO has already embarked on the preparatory processes for the   new country programme (2022-2026) as well as heavily engaged in the parallel process on the development of CCA and UNSDCF (CF) (2022-2026)

COVID-19 in Eritrea

As of 2nd March 2021, the total number of confirmed cases in the country is 2,884. The total number of recovered patients to-date stands at 2344 while the number of deaths is seven. On 27 March 2020, the Eritrean Government (GoSE) closed all 2,154 educational institutions, affecting 679,854 children and adolescents; on 2 April it imposed a nationwide lockdown with mobility exemptions for essential medical, critical development and security services. Schools for grade 12 opened on 6 July but remained closed for other grades until the end of 2020. Those restrictions were eased in Q3 2020 only to be reinstated in Q4 2020 due to a rise in the number of cases.

the pandemic is bound to shock the health sector by overcoming its ability to provide essential services while simultaneously attending to a sharp rise in COVID-19 patients. Such a spike could interrupt services and divert focus and resources away from providing essential health services. COVID-19 also threatens to negatively affect the supply, demand and quality components of essential health services. Fortunately, to date the pandemic has been well contained and the country has been able to continue to provide these services.

However, due to current containment measures healthcare providers' ability to reach out to communities with essential health services has been limited; likewise, communities are experiencing difficulties in accessing needed services due to the suspension of public transport. Lack of transport is also anticipated to lead to increased maternal complications, forcing pregnant women to deliver at home – thereby reversing progress toward reducing maternal mortality and other obstetric complications. Additionally, 'stay-at-home' measures are expected to have a negative effect on access to preventive measures such as immunization and treatment for acute conditions – including child illnesses and chronic illnesses such as hypertension and diabetes.

The COVID-19 response increases pressure on already stretched water supply, sanitation and waste management services. Implementation of planned activities under the OneWASH Strategy and Investment Plan, which aims to leave no one behind by 2030, has slowed down. This in turn, puts pressure on limited WASH supply and services in health facilities, schools and communities at a time of increased demand due to the need for frequent handwashing.
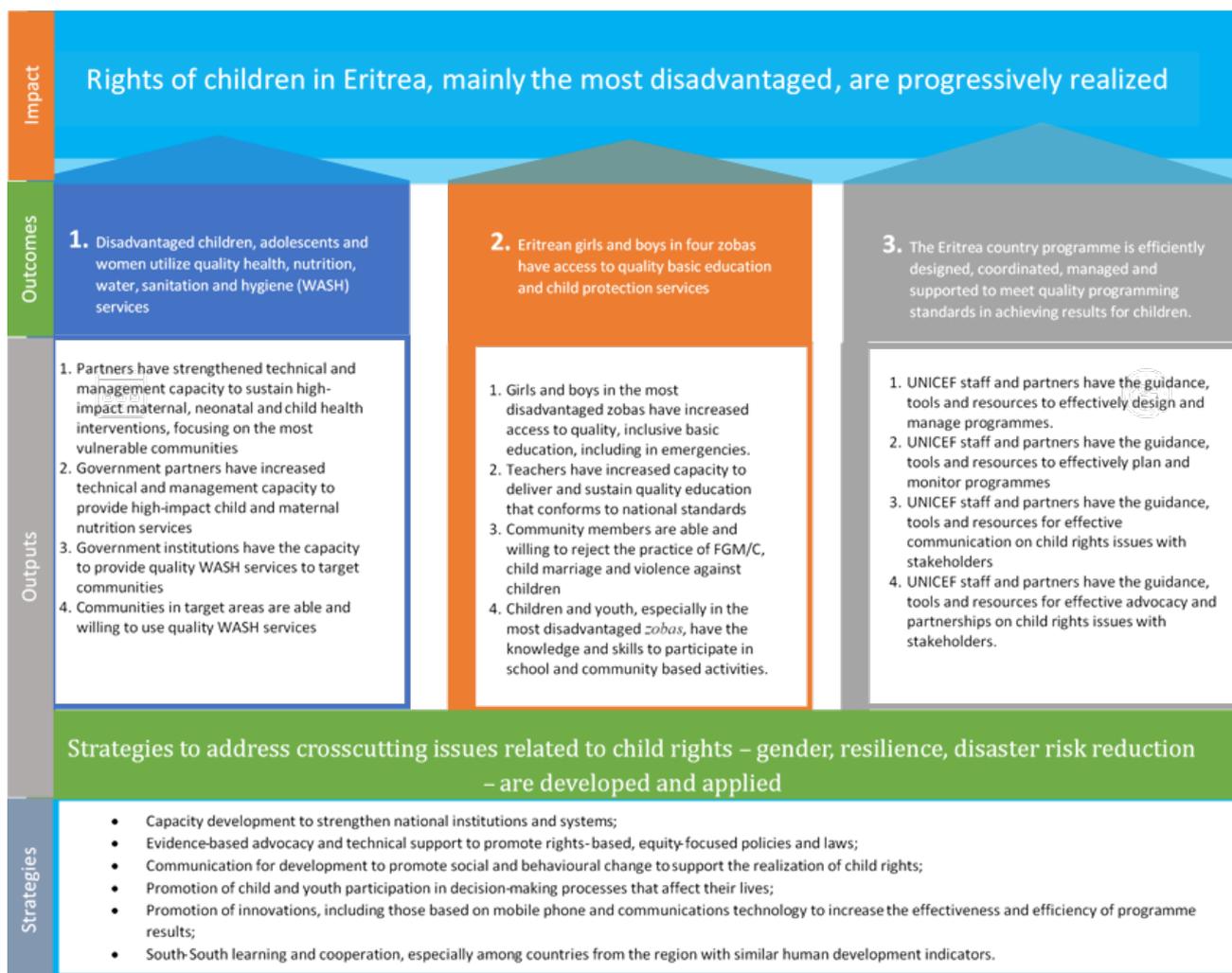
Furthermore, the extended school closure due to the global pandemic eliminates instructional time, which according to evidence has a direct impact on learning outcomes and will thus exacerbate existing learning gaps. In the absence of alternative routes to ensure continuity of learning, such as media-transmitted instruction for basic education levels, several months of lost instructional time will impact the uptake of skills that children normally gain during the school year. The most vulnerable and marginalized from poor and remote communities are likely to be most heavily affected, since they have less access to technology and limited or no provision for children with disabilities.

Lastly, the stringent guidelines imposed ('stay-at-home' orders and closure of businesses and service sector enterprises) will entail onerous hardships for citizens' daily lives; especially those already living at a subsistence level. Furthermore, private sector enterprises that have been closed are shouldering the additional burden of paying salaries to their employees while forfeiting revenues (due to a Government directive designed to ensure income for employees). However, it is not known whether such measures will be followed by a Government stimulus to alleviate the overall socio-economic impact of COVID-19 and the situation of private enterprises

3   UNICEF Programme in Eritrea

UNICEF's program in Eritrea is implemented via a multi-year programme of cooperation—called a Country Programme (CP)—which is agreed upon and is jointly executed together with government partners due to the absence of NGO sectors. This programme of cooperation sets goals aligned with national priorities (National Indicative Development Plan, 2014-2018) where UNICEF has strengths to support the national efforts.

Figure 1. Eritrea Country Programme – Results chain

Impact

Rights of children in Eritrea, mainly the most disadvantaged, are progressively realized

Outcomes

1. Disadvantaged children, adolescents and women utilize quality health, nutrition, water, sanitation and hygiene (WASH) services

2. Eritrean girls and boys in four zobas have access to quality basic education and child protection services

3. The Eritrea country programme is efficiently designed, coordinated, managed and supported to meet quality programming standards in achieving results for children.

Outputs

1. Partners have strengthened technical and management capacity to sustain high-impact maternal, neonatal and child health interventions, focusing on the most vulnerable communities
2. Government partners have increased technical and management capacity to provide high-impact child and maternal nutrition services
3. Government institutions have the capacity to provide quality WASH services to target communities
4. Communities in target areas are able and willing to use quality WASH services

1. Girls and boys in the most disadvantaged zobas have increased access to quality, inclusive basic education, including in emergencies.
2. Teachers have increased capacity to deliver and sustain quality education that conforms to national standards
3. Community members are able and willing to reject the practice of FGM/C, child marriage and violence against children
4. Children and youth, especially in the most disadvantaged *zobas*, have the knowledge and skills to participate in school and community based activities.

1. UNICEF staff and partners have the guidance, tools and resources to effectively design and manage programmes.
2. UNICEF staff and partners have the guidance, tools and resources to effectively plan and monitor programmes
3. UNICEF staff and partners have the guidance, tools and resources for effective communication on child rights issues with stakeholders
4. UNICEF staff and partners have the guidance, tools and resources for effective advocacy and partnerships on child rights issues with stakeholders.

Strategies to address crosscutting issues related to child rights – gender, resilience, disaster risk reduction – are developed and applied

Strategies

- Capacity development to strengthen national institutions and systems;
- Evidence-based advocacy and technical support to promote rights-based, equity-focused policies and laws;
- Communication for development to promote social and behavioural change to support the realization of child rights;
- Promotion of child and youth participation in decision-making processes that affect their lives;
- Promotion of innovations, including those based on mobile phone and communications technology to increase the effectiveness and efficiency of programme results;
- South-South learning and cooperation, especially among countries from the region with similar human development indicators.

The UNICEF Eritrea Country Programme for 2017-2021, aimed to support efforts of the Government to realize the rights of children progressively, with a focus on the most disadvantaged. The country programme is based on the life-cycle approach that focuses on realizing a child's right to survival, development, education, protection and participation from pregnancy through adolescence. The programme was designed to contribute to the implementation of the Convention on the Rights of the Child, including support to the Government to implement the concluding recommendations of the Committee on the Rights of the Child; the Convention on the Elimination of All Forms of Discrimination against Women; as well as the UNICEF Strategic Plan, 2014-2017; the UNICEF Eastern and Southern Africa regional priorities; and remaining work to be done to achieve the Millennium Development Goals agenda while striving to meet the Sustainable Development Goals.

The country programme was aligned with the Government–United Nations Strategic Partnership Cooperation Framework (SPCF) that was framed within the Government National Indicative Development Plan, 2014-2018 and the 2030 Agenda for Sustainable Development. The four thematic pillars of the SPCF – (a) basic social services; (b) environmental sustainability, resilience and disaster risk management; (c) public sector capacity development; and (d) inclusive growth, food security and sustainable livelihoods – are the result of a consultative process between the Government and the United Nations, including policy-level consultations to incorporate the Sustainable Development Goals in the national agenda.

The current country programme balances upstream and systems strengthening and service delivery. At the national level, the programme focused on upstream policy dialogue, advocacy and strengthening institutional capacity for management oversight and monitoring for results. Across all zobas, the programme focused on supporting community-based scalable and sustainable interventions targeting the most disadvantaged groups,

addressing key bottlenecks and constraints, and promoting cross-sectoral coordination and programme convergence.

The country programme consisted of three components: (a) child survival and development; (b) basic education, child protection and participation; and (c) programme effectiveness. The country programme also mainstreamed risk-informed emergency preparedness and response in all programme areas in line with the UNICEF Core Commitments for Children in Humanitarian Action. The programme applied Capacity development, Evidence-based advocacy and technical support, Communication for development, Adolescents and youth participation, innovations and south to south learning as strategies to reach the most disadvantaged populations, and empower duty-bearers to perform their duties and rightsholders to claim their rights.

The Programme was estimated as requiring USD 102 460,000 to achieve the set results.

4   Evaluation Objectives

The purpose of conducting this country programme is to identify key lessons from the ongoing Country Programme to inform the development and implementation of the next UNICEF Country Programme Document (CPD), while strengthening accountability of UNICEF to national and international stakeholders. This evaluation will also serve the purpose of accountability of UNICEF to the Executive Board.

The *overall objectives* of the CPE are:

- To assess the relevance, effectiveness, efficiency, coherence and sustainability of the Eritrea Country Programme with particular focus on equity, gender equality, convergence of programme components, as well as UNICEF's strategic positioning in relation to its child rights mandate.

- To identify and document key lessons learned, good practices and innovations in implementing the current (2017-2021) Country Programme that can inform and support advocacy efforts for scale-up and replication.

- To provide a set of forward-looking and actionable recommendations to strengthen programmatic strategies in the design of the next Eritrea Country Programme, taking into consideration national development priorities, such as the Eritrea Development Vision 2025, the next five-year development plan and the 2030 Agenda for Sustainable Development in the country.

5   Scope of the Evaluation

The CPE will cover the Eritrea Country Programme from 2017–2021, capturing and demonstrating evaluative evidence of the effectiveness of UNICEF in both leveraging of national efforts and the organisation's direct contributions in achieving development results for children at the country level. It is anticipated to begin in March 2021 with the inception phase and take 18 weeks over a span of 9 months to complete. As a country-level evaluation of UNICEF, the CPE will focus on the formal UNICEF CPD approved by the Executive Board but also consider any changes/revisions from the initial CPD during the period under review. Subject to specific areas of focus identified below, the scope of the CPE includes the entirety of UNICEF's engagement in the country, and therefore covers interventions funded by all sources.

The CPE will have a particular focus on UNICEF's positioning within the development community and national partners in relation to its mandate. The CPE will also examine the extent to which equity and gender equality have been mainstreamed within the country programme. While the unit of analysis will be the Country programme as a whole, each of the components making up UNICEF´s programme will be assessed with a focus on how equity, gender and programme convergence have been approached. The CPE will also have a strong focus on gender as a cross-cutting theme across evaluation criteria and evaluation questions. It will also specifically examine the coherence of the country programme with the Core Commitments for Children in Humanitarian Action and the Gender Action Plans (GAP) (2014 – 2017 and 2018 – 2021).

The effectiveness of UNICEF's Country Programme will be analysed to understand the extent to which the Country Programme achieved (or is likely to achieve) its intended objectives. This will include an assessment of the achieved results and the extent to which these results have contributed to the intended CPD objectives. In this process, both positive and negative, direct and indirect, and unintended results will be identified, as well as the contribution of programme strategies to the development of these results.

To better understand UNICEF's performance, the specific factors that influenced performance - positively or negatively - and the sustainability of results in Eritrea will be examined. In addition to country-specific factors that may explain UNICEF's performance, the utilization of resources to deliver results (including managerial practices), the extent to which the CO fostered partnerships and synergies with other actors, and the integration of equity and gender in design and implementation of the CPD are some of the aspects that will be assessed.

It is expected that the CPE apply a country context specific equity and gender focus by: i) including equity and gender in evaluation criteria and evaluation questions; ii) making evaluation methodology and data collection and analysis methods equity and gender-responsive; and iii) reflecting equity and gender analysis in evaluation findings, conclusions and concrete recommendations and action points.

6   Users and intended use of the evaluation

The stakeholders for this evaluation are relevant Government partners (who are also implementing partners), the UNCT and rights holders who are targeted by UNICEF programmes. A stakeholder analysis that goes beyond government implementing partners to ensure the views of all relevant stakeholders are incorporated in the evaluation and the reconstructed TOC will be part of the approach and undertaken during the inception phase.

7   Evaluation Criteria and Preliminary Evaluation Questions

The CPE will be guided by key evaluation criteria and aim to answer the following evaluation questions:

Relevance: The CPE will seek to assess the extent to which the objectives of the Country Programme and its design were and remain appropriate within the country context, as well as whether UNICEF's approach towards reaching them was the most suitable considering its mandate, resource base, comparative advantages, and operational structures. It will assess both whether UNICEF has identified the most relevant goals or strategies to solve the programme challenges posed and whether these are equity focused and gender responsive.

1.   To what extent has UNICEF been able to position itself as a strategic partner in the country context including adjusting to changing situations? What are UNICEF's comparative strengths in the country – particularly in comparison with other UN agencies and development partners - and how were these harnessed to help achieve the results?

Coherence: The CPE will assess policy consistency with key UNICEF strategies and international commitments including gender equality and women's empowerment, equity for children, and the human rights-based approach; and UNICEF's coordination and convening role, within the UN, with government sectors and donors in Eritrea.

2.   To what extent have CP strategies addressed gender equality and equity, particularly the alignment of the CP with the Core Commitments for Children in Humanitarian Action and UNICEF's Gender Action Plans (2014-2017 and 2018–2021), been consistently integrated in all aspects of programming and implementation, including policy and advocacy? Did the Country Office's strategic approach to address the challenges of equity and gender equality play a complementary role to that of Government and other development actors?

Effectiveness: The CPE will assess the extent to which the Country Programme results were achieved and whether the adopted strategies by UNICEF , particularly the convergence of programme components, were gender responsive/transformative and demonstrated a reasonable contribution at the outcome level, including any differential results across groups.

3. Did the country programme contribute to the reduction of inequities and exclusion and progress towards the achievement of greater gender equality? What results have been achieved through convergence?

Efficiency: The CPE will measure how resources/inputs (funds, expertise, time, etc.) were converted into and affected results. It is also understood as the way in which UNICEF manages its partnerships, to operationalize its strategies, implement activities and deliver outputs.

4. Were resources (funds, human resources, time, expertise etc.) allocated and utilized strategically to track and achieve results, including equity and gender-related objectives?
5. To what extent have the convergence strategy, the programme structure, and the office structure supported the delivery of the Country Programme? Were the chosen strategies and approaches the most cost effective and efficient? Were there alternatives that would have worked better and what are those?

Sustainability: The CPE will assess the extent to which continuation of benefits from Country Programme interventions was ensured, including the likelihood of and risks to continued long-term benefits, and its potential for scale-up and/or replication.

6. To what extent are the positive changes and effects of the Country Programme sustainable at the relevant levels (e.g. community, zoba, national)? To what extent have the programme strategies adopted by UNICEF contributed to or were designed in a way that they will contribute to sustainability of results, especially equity and gender-related results?

To answer these overarching questions, the evaluator will be expected to develop sub questions as part of the evaluation matrix to further focus the evaluation, not expand the scope, during the inception phase and will be reviewed with all stakeholders during the inception period.

8 Evaluation Approach and Methods

The evaluation methodology will adhere to the United Nations Evaluation Group (UNEG) Norms & Standards[1]. The detailed evaluation design will be developed by the external evaluator, contracted to conduct the evaluation during the inception phase, in close consultation with the ESARO Evaluation Section managing the evaluation and key evaluation stakeholders. The design should specify how data collection and analysis methods integrate gender considerations throughout the evaluation process, including to the extent possible, inclusion of girls and boys, women and men, as well as a range of Country Programme stakeholders.

The CPE will be conducted at the outcome level. A Theory of Change (ToC) approach (including reconstructing a theory of change for the entire Country Programme) will be used in consultation with stakeholders, as appropriate, to better understand how and under what conditions UNICEF's interventions are expected to lead to improved wellbeing of children in Eritrea. Discussions of the ToC will focus on mapping the assumptions behind the programme's desired change(s) and the causal linkages between the intervention(s) and the intended Country Programme outcomes. As part of this analysis, the implementation of the Country Programme over the evaluation period will also be examined, covering UNICEF's capacity to adapt to the changing context in Eritrea and responsiveness to changing needs and priorities will also be looked at. Where possible and appropriate, the evaluation should seek to obtain evidence as to what may or may not have occurred in the absence of UNICEF's programme.

The CPE should rely on a mix of quantitative and qualitative information that will need to be triangulated. The design should specify how data collection and analysis methods will integrate equity and gender considerations

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[1] http://www.unevaluation.org/document/detail/1914

throughout the evaluation process, including to the extent possible, inclusion of girls and boys, women and men, as well as a range of Country Programme stakeholders. Primary data gathering from implementing partners via key informant interviews and/or focus group discussions is highly advisable. Participatory methods, especially those involving adolescents and children, should be considered along with any potential ethical issues and approaches (see section 10 below).

In view of the COVID-19 pandemic, it is expected that the evaluation will be conducted remotely.

8.1 Assessment of data availability and data constraints

As part of the inception phase, the evaluator will assess to ascertain the available information, identify data constraints, and determine the data collection needs and methods. The methodology should be aware of and prepared to take advantage of the available monitoring data and studies conducted within the UNICEF-Eritrea Country Programme.

With respect to indicators, the CPD results framework is updated annually during the annual reporting to show progress towards outputs. A Country Office Annual Report (COAR) is produced annually, covering all the programme components and implementation strategies and their status. Other relevant programmatic surveys and studies will be availed to the evaluator. UNICEF will facilitate, wherever feasible, introduction and ensuring contact of the evaluator and key stakeholders as well as the contact with staff that transferred from the Eritrea Country Office to other duty stations.

8.2 Data collection methods

The evaluation will use data from primary and secondary sources, including desk review of documentation and information as well as interviews with key informants. A multi-stakeholder approach will be followed, and interviews will include Government representatives, development partners, UN agencies, bilateral donors, and rights holders under the programme. Virtual focus group discussions may be used if necessary and technology allowing, to consult different groups of rights holders and duty bearers as appropriate. The evaluation will rely on remote data collection through remote meetings and remote interviews (phone calls and online conferencing calls).

Validation. The evaluation will use triangulation of information collected from different sources and/or by different methods to ensure that the data is valid.

Stakeholder Involvement. A participatory and transparent process will be followed to engage with multiple stakeholders at all stages of the evaluation process. During the inception phase a stakeholder analysis should be conducted to identify all relevant UNICEF partners, including those that may have not worked with UNICEF but play a key role in the outcomes to which UNICEF contributes. This stakeholder analysis will play a key part in informing the reconstructed TOC, serve to identify key informants for interviews during the main data collection phase of the evaluation, and will examine any potential partnerships that could further improve UNICEF's contribution to the country.

8.3 Dissemination and advocacy for evaluation findings and recommendations

Dissemination an advocacy for use of evaluation findings will be embedded in the process. A Country office Management Team (CMT) and programme staff will be involved in discussion and dissemination/uptake of evaluation findings. A formal management response will be prepared by the CMT and approved by the representative and shared with the Regional Director. Evaluation reference group will be an advocacy front for continued uptake and use of evaluation findings beyond UNICEF. Further dissemination of the evaluation will be conducted by the country office where opportunities arise.

9 Specific Tasks, Deliverables and Timeline

The CPE is anticipated to begin in March 2021 with the inception phase and take 18 weeks over a span of 6 months to complete.

Timeline	Activity	Deliverable
20 days	Inception phase • Secondary data collection and desk review • Preliminary stakeholder analysis • Construction of Theory of Change and evaluation matrix • Preparation of draft inception report (see Annex 6 for the indicative table of contents) and data collection tools • Engagement with stakeholders on inception report • Finalization of inception report	**1. Draft inception report** Recipients: members of the evaluation reference group **2. Presentation of the draft inception report and instruments –via video link – to the Evaluation Reference Group;** **3. Final inception report (plus completed audit trail addressing all comments)** Recipients: members of the evaluation reference group
35 days	Data collection phase • Preparation for data collection, including piloting of instruments • Remotely collect data and talk with stakeholders • Preparation of interview reports • Population of evaluation matrix • Preparation and delivery of Debrief	**4. Debrief with key Eritrea CO staff at the end of data collection. [2]**
15 days	Drafting, validation and completion phase • Data analysis and drafting • Preparation of a PowerPoint presentation on emerging findings, conclusions and recommendations • Engagement with stakeholders on draft report • Finalization of report and summary PowerPoint presentation	**5. Presentation of Preliminary Findings on emerging findings, conclusions and recommendations, with key evaluation stakeholders, including the Evaluation Reference Group.** Recipients: members of the evaluation reference group and Country Office Management team. **6. A complete first draft evaluation report** Recipients: members of the evaluation reference group **7. A final evaluation report as per outline in annex 7 and meeting quality standards (Annex 8) (plus completed audit trail addressing all comments).** Recipients: members of the evaluation reference group **8. Final PowerPoint presentation that summarizes the evaluation findings.** Recipients: members of the evaluation reference group and Country Office
70 days	TOTAL	

Important notes:

• Data archive: Data gathered in the exercise is transferred in an organized archive that will permit follow-on users to replicate or extend the analysis. Suitable care to be taken in assuring the anonymity of respondents and documented in inception and final reports.

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[2] This debrief is expected to be light, aimed at providing the evaluator with opportunity to identify the data and information they have collected and to present the emerging insights and help to identify possible weaknesses or gaps in the collected evidence.

- Monitoring work progress on deliverables which are not listed in the TOR will be periodically required.
- The format of and page limits for the final deliverables will be decided in the inception period. A high value will be placed on products that are concise and communicate well with different audiences. Thus, the final products should be edited and produced to include infographics and print layout in an easy to read format.

10 Management Arrangements and Quality Assurance

1. The evaluator will be recruited by and report to the ESARO Evaluation Section under the overall oversight of the ESARO Regional Director. For the day-to-day management of the CPE, the Evaluation Section will appoint an Evaluation Manager who will be accountable to the Regional Evaluation Adviser. Quality assurance will be provided by UNICEF's Evaluation Office.
2. Eritrea CO will appoint an Evaluation Focal Point who will act as the primary liaison with the Evaluation Manager and will facilitate the data collection and evaluation process at the country level.
3. The Evaluation Manager will work with the Country office to constitute an Evaluation Reference Group (ERG), comprising key stakeholders of the CPE, including Government counterparts; UN Agencies, CO and ESARO staff members; select development partners; and, if possible, adolescents.
4. The evaluator will provide monthly updates on the progress of the evaluation. Reports are also required at each payment schedule. Inception report and draft final report will be subject to a satisfactory rating by an external quality assurance facility, using quality assurance checklists provided in Annexes 7 and 8, before payment can be made.

11 Ethical Considerations

The evaluator should adhere to the following UN and UNICEF norms and standards and is expected to clearly identify any potential ethical issues and approaches. 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
- The evaluation should incorporate the human rights-based and gender perspective and be based on results-based management principles and logical framework analysis.

The evaluator team 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.

12 Expected Background and Experience of the Evaluator

Education

- A Master's Degree in a field relevant to the assignment.

Professional Experience:

- Extensive experience in program evaluation and mastery of data collection techniques and methods, and quantitative and qualitative analysis;

- Demonstrated experience in the conduct of country programme evaluations and/or strategic level evaluations; and
- Experience in gender-sensitive programming and/or evaluation.

Other knowledge and skills:

- Knowledge of UNICEF Programming, UN development system and current development issues and challenges;
- Excellent analytical, facilitation and communications skills and ability to interact with a wide range of stakeholders;
- Excellent proven oral and drafting skills in English, with excellent analysis and synthesis skills.
- Creative and innovative during data collection to get information from various stakeholders remotely.

Languages:

- English.

<u>Significant advantages</u>

- Proven ability to develop attractive evidence products that present complex information via Infographics and other communication means;
- Record of top ranked evaluation reports by GEROS.

Annexes

Annex 1.   Proposal assessment process and methods
Annex 2.   General conditions: Procedures and logistics
Annex 3.   Policy both parties should be aware of
Annex 4.   Intellectual property rights
Annex 5.   Eritrea Country Programme Document results and resources framework
Annex 6.   Inception report outline
Annex 7.   UNICEF quality review checklists for inception reports
Annex 8.   UNICEF quality review checklist for draft evaluation reports
Annex 9.   Recommended reference documents

TOR Clearance and Approval

Name	Urs Nagel	Shaheen Nilofer
Designation	Regional Evaluation Adviser, UNICEF Eastern and Southern Africa Regional Office	UNICEF Representative in the Eritrea
Date		
Signature		

Annex 1. Proposal assessment process and methods

Interested companies are requested to submit their technical and financial proposals by... *(this will be added by Supply Section when the Request for proposal is issued).* After the opening, each proposal will be assessed first on its technical merits and subsequently on its price.

The proposal with the best overall value, composed of technical merit and price, will be recommended for approval. UNICEF will set up an evaluation panel composed of technical and procurement staff and their conclusions will be forwarded to the internal UNICEF Contracts Review Committee, or other relevant approving authority.

The evaluation panel will first evaluate each response for compliance with the requirements of the request for proposal (RFP) procedure of UNICEF. Responses deemed not to meet all the mandatory requirements will be considered non-compliant and rejected at this stage without further consideration. Failure to comply with any of the terms and conditions contained in this RFP, including provision of all required information, may result in a response or proposal being disqualified from further consideration.

All bidders' proposals will be reviewed by... *(this will be added by Supply Section when the Request for proposal is issued).* It is expected that the contract with the selected bidder will be signed not later than... *(this will be added by Supply Section when the Request for proposal is issued).* The overall weighting between technical and financial evaluation will be as follows: The technical component will account for 70% of the total points allocated and the financial component will account for 30% of the total points allocated. The assessed technical score must be equal to or exceed 50 of the total 70 points allocated to the technical evaluation in order to be considered technically compliant and for consideration in the financial evaluation *(Refer to the Technical Evaluation criteria below)*

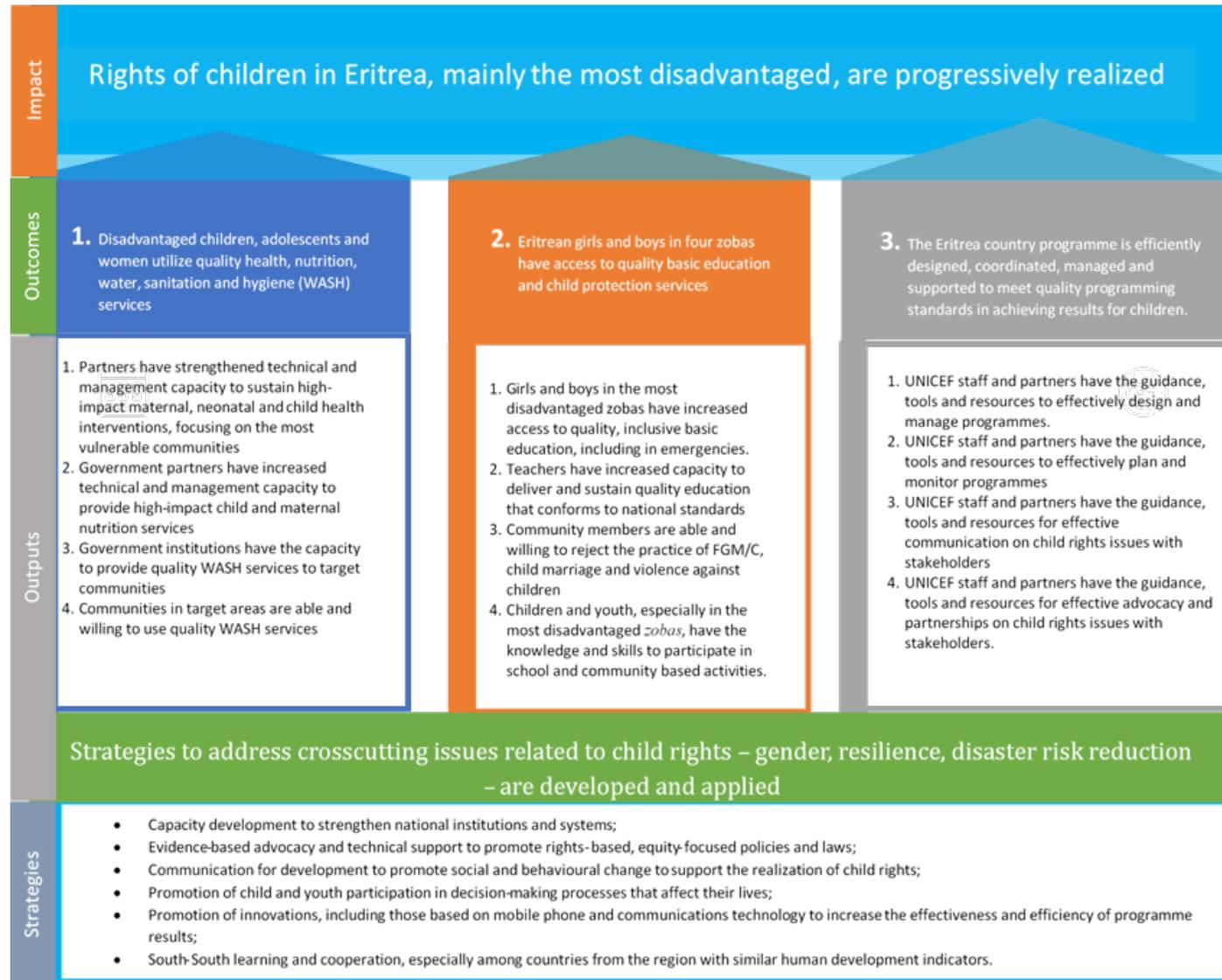## Annex 3. Policy both parties should be aware of

- 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.

- Consultants are not entitled to payment of overtime. All remuneration must be within the contract agreement.

- No contract may commence unless the contract is signed by both UNICEF and the consultant or Contractor.

- For international consultants outside the duty station, signed contracts must be sent by fax or email. Signed contract copy or written agreement must be received by the office **before Travel Authorization is issued.**

- No consultant may travel without a signed travel authorization prior to the commencement of the journey to the duty station.

- Unless authorized, UNICEF will buy the tickets of the consultant. In exceptional cases, the consultant may be authorized to buy their travel tickets and shall be reimbursed at the "most economical and direct route" but this must be agreed to beforehand.

- Consultants will not have supervisory responsibilities or authority on UNICEF budget.

- Consultant will be required to sign the Health statement for consultants/Individual contractor prior to taking up the assignment, and to document that they have appropriate health insurance, including Medical Evacuation.

- The Form 'Designation, change or revocation of beneficiary' must be completed by the consultant upon arrival, at the HR Section.

Annex 4. Intellectual property rights

All intellectual property rights in the work to be performed under this agreement shall be vested in the Government of the Eritrea and UNICEF, including without limitations, the right to use, publish, translate, sell or distribute, privately or publicly, any item or part thereof. The Government of Eritrea and UNICEF hereby grants to the Recipient Organization a non-exclusive royalty-free license to use, publish, translate and distribute, privately or publicly, any item or part of the work to be performed under this Agreement for non-commercial purposes. Neither the Recipient Organization nor its personnel shall communicate to any other person or entity any confidential information made known to it by the Government of Eritrea and UNICEF during the performance of its obligations under the terms of this Agreement nor shall it use this information to private or company advantage. This provision shall survive the expiration or termination of this Agreement.

Data collected for the evaluation is the property of UNICEF ESARO. Master versions of the data, coding protocols and programming code permitting replication of results of core evaluation reports will be kept by ESARO. Copies of the data will be distributed to researchers with the permission of the ESARO Evaluation Section with a view to helping to disseminate learning derived from the data sets.

Figure 2. Eritrea Country Programme – Results chain

Figure 2. Eritrea Country Programme – Results chain

Impact

Rights of children in Eritrea, mainly the most disadvantaged, are progressively realized

Outcomes

1. Disadvantaged children, adolescents and women utilize quality health, nutrition, water, sanitation and hygiene (WASH) services

2. Eritrean girls and boys in four zobas have access to quality basic education and child protection services

3. The Eritrea country programme is efficiently designed, coordinated, managed and supported to meet quality programming standards in achieving results for children.

Outputs

1. Partners have strengthened technical and management capacity to sustain high-impact maternal, neonatal and child health interventions, focusing on the most vulnerable communities
2. Government partners have increased technical and management capacity to provide high-impact child and maternal nutrition services
3. Government institutions have the capacity to provide quality WASH services to target communities
4. Communities in target areas are able and willing to use quality WASH services

1. Girls and boys in the most disadvantaged zobas have increased access to quality, inclusive basic education, including in emergencies.
2. Teachers have increased capacity to deliver and sustain quality education that conforms to national standards
3. Community members are able and willing to reject the practice of FGM/C, child marriage and violence against children
4. Children and youth, especially in the most disadvantaged zobas, have the knowledge and skills to participate in school and community based activities.

1. UNICEF staff and partners have the guidance, tools and resources to effectively design and manage programmes.
2. UNICEF staff and partners have the guidance, tools and resources to effectively plan and monitor programmes
3. UNICEF staff and partners have the guidance, tools and resources for effective communication on child rights issues with stakeholders
4. UNICEF staff and partners have the guidance, tools and resources for effective advocacy and partnerships on child rights issues with stakeholders.

Strategies to address crosscutting issues related to child rights – gender, resilience, disaster risk reduction – are developed and applied

Strategies

- Capacity development to strengthen national institutions and systems;
- Evidence-based advocacy and technical support to promote rights-based, equity-focused policies and laws;
- Communication for development to promote social and behavioural change to support the realization of child rights;
- Promotion of child and youth participation in decision-making processes that affect their lives;
- Promotion of innovations, including those based on mobile phone and communications technology to increase the effectiveness and efficiency of programme results;
- South-South learning and cooperation, especially among countries from the region with similar human development indicators.

18

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Annex 5. Eritrea-UNICEF country programme of cooperation, January 2017-December 2021 results and resources framework

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National development plan 2014-2018 results:

1. Enhanced equitable access to quality basic opportunities and basic services to produce all-round citizens with a firm commitment to country, people and social justice.
2. Improvement of health status, general well-being, longevity and economic productivity of all Eritreans.
3. Development of sustainable water sources and institutional capacity to match needs.
4. Achievement of food security, both at the national and household level.

Strategic Partnership Cooperation Framework (SPCF) 2017-2021 outcomes involving UNICEF:

1. Basic social services
2. Environmental sustainability, resilience and disaster risk management
3. Public sector capacity development
4. Inclusive growth, food security, and sustainable livelihoods

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UNICEF outcomes	Key progress indicators, baselines and targets	Means of verification	Indicative country programme outputs	Major partners, partnership frameworks	Indicative resources by country programme outcome: regular resources (RR), other resources (OR) (In thousands of United States dollars)
1. Child survival and development					

UNICEF outcomes	Key progress indicators, baselines and targets	Means of verification	Indicative country programme outputs	Major partners, partnership frameworks	Indicative resources by country programme outcome: regular resources (RR), other resources (OR) (In thousands of United States dollars)		

Relevant articles of the Convention on the Rights of the Child: 6, 24.

Related UNICEF Strategic Plan outcomes: 1. Health; 4. Nutrition; 3. Water, sanitation and hygiene.

UNICEF outcomes	Key progress indicators, baselines and targets	Means of verification	Indicative country programme outputs	Major partners, partnership frameworks	Indicative resources by country programme outcome: regular resources (RR), other resources (OR) (In thousands of United States dollars)		
					RR	OR	Total
Disadvantaged children, adolescents and women utilize quality health, nutrition, water, sanitation and hygiene (WASH) services.	**Proportion of live births attended by skilled health personnel (doctor, nurse, midwife and auxiliary midwife)** *Baseline:* 32% (2010)	Eritrea Population Health Survey data	**1. Health:** By 2021, National partners have strengthened technical and management capacity to sustain high-impact maternal, neonatal and child health interventions, focusing on the most vulnerable communities.	Ministry of Health Ministry of Land, Water and Environment	3 800	36 500	40 300
	Target: 65% (2021)						
	Percentage of districts with Penta-3 vaccination coverage in children less than one year of at least 80% *Baseline:* 50% (2015) *Target:* 80% (2021)	Health Management Information System data					

UNICEF outcomes	Key progress indicators, baselines and targets	Means of verification	Indicative country programme outputs	Major partners, partnership frameworks	Indicative resources by country programme outcome: regular resources (RR), other resources (OR) (In thousands of United States dollars)		
	Number of children aged 6 to 59 months with severe acute malnutrition enrolled in the therapeutic feeding programme or other community-based programmes and facilities *Baseline:* 10,378 (2015) *Target:* 13,000 (2021)	Ministry of Health Integrated Management of Acute Malnutrition database	2. **Nutrition:** By 2021, Government partners have increased technical and management capacity to provide high-impact child and maternal nutrition services.				
	Coverage of vitamin A *Baseline:* 83% (2015) *Target:* 90% (2021)	Ministry of Health administrative reports					
	Proportion of rural population practising open defecation *Baseline:* 90% (2010) *Target:* 50% (2021)	Environmental Health Division, Ministry of Health communityled total sanitation monitoring reports and field monitoring reports	3. **Water, sanitation and hygiene (WASH):** By 2021, Government institutions have the capacity to provide quality WASH services to target communities.				
	Percentage of rural population using an improved source of drinking water *Baseline:* 50% (2010) *Target:* 57% (2021)	Ministry of Land, Water and Environment progress reports and field monitoring reports	4. **WASH:** By 2021, communities in target areas are able and willing to use quality WASH services.				

2. Basic education, child protection and participation

Relevant articles of the Convention on the Rights of the Child: 1, 2, 3, 5, 7, 9, 12, 19, 20, 21, 23, 25, 28, 29, 32, 34, 35, 37, 39, 40.

UNICEF outcomes	Key progress indicators, baselines and targets	Means of verification	Indicative country programme outputs	Major partners, partnership frameworks	Indicative resources by country programme outcome: regular resources (RR), other resources (OR) (In thousands of United States dollars)		

Related UNICEF Strategic Plan outcomes: 5. Education; 6. Child protection; 7. Social inclusion.

UNICEF outcomes	Key progress indicators, baselines and targets	Means of verification	Indicative country programme outputs	Major partners, partnership frameworks	Indicative resources by country programme outcome: regular resources (RR), other resources (OR) (In thousands of United States dollars)		
					RR	OR	Total
By 2021, Eritrean girls and boys in four *zobas* have access to quality basic education and child protection services.	**Proportion of primary school-aged children who are out of school** *Baseline:* 18% (2015) *Target:* 13% (2021)	Ministry of Education annual education management information system report	**1. Education:** By 2021, girls and boys in the most disadvantaged *zobas* have increased access to quality, inclusive basic education, including in emergencies.	Ministry of National Development Ministry of Health Ministry of Education Ministry of Labour and Human Welfare Other ministries National Union of Eritrean Women National Union of Eritrean Youth and Students Eritrea Sports and Culture Commission	3 650	47 500	51 150
	Percentage of pupils completing primary education achieving minimum proficiency in: (a) reading, and (b) mathematics Minimum mastery level *Baseline (2015):* Grade 3: 30%; Grade 5: 25% *Target (2021):* Grade 3: 50%; Grade 5: 35% Desired mastery level *Baseline (2015):* Grade 3: 11%; Grade 5: 8% *Target (2021):*	Monitoring and learning achievement report, Ministry of Education	**2. Education:** By 2021, teachers have increased capacity to deliver and sustain quality education that conforms to national standards.				

UNICEF outcomes	Key progress indicators, baselines and targets	Means of verification	Indicative country programme outputs	Major partners, partnership frameworks	Indicative resources by country programme outcome: regular resources (RR), other resources (OR) (In thousands of United States dollars)		
	Grade 3: 25%; Grade 5: 20%						
	Percentage of women aged 20 to 49 who were married before age 18 *Baseline:* 41% (2010) *Target:* 30% (2021)	Eritrea Population Health Survey data	**3. Child protection:** Community members are able and willing to reject the practice of FGM/C, child marriage and violence against children.				
	Percentage of girls aged 0 to 14 who have undergone FGM/C (as reported by their mothers) *Baseline:* 33% (EPHS 2010) *Target:* 20% (2021)	Eritrea Population Health Survey (EPHS) data					
	Number of vulnerable children benefiting from social protection *Baseline:* 83,000 (2015) *Target:* 150,000 (2021)	Ministry of Labour and Human Welfare reports					
	Number of children's clubs established in four disadvantaged *zobas*. *Baseline:* 0 (2015) *Target:* 300 (2021)	*Zoba* administration education reports	**4. Child participation:** Children and youth, especially in the most disadvantaged *zobas*, have the knowledge and skills to participate in school and community-based activities.				
3. Programme effectiveness							

UNICEF outcomes	Key progress indicators, baselines and targets	Means of verification	Indicative country programme outputs	Major partners, partnership frameworks	Indicative resources by country programme outcome: regular resources (RR), other resources (OR) (In thousands of United States dollars)		
UNICEF outcomes	Key progress indicators, baselines and targets	Means of verification	Indicative country programme outputs	Major partners, partnership frameworks	Indicative resources by country programme outcome: regular resources (RR), other resources (OR) (In thousands of United States dollars)		
					RR	OR	Total
The Eritrea country programme is efficiently designed, coordinated, managed and supported to meet quality programming standards in achieving results for children.	**Percentage of annual work plans aligned with Government priorities and approved by March of every year during the country programme.** *Baseline:* 100% (2016) *Target:* 100% (2021)	Country management team meeting minutes Annual management plan reports	**1. Programme coordination:** UNICEF staff and partners have the guidance, tools and resources to effectively design and manage programmes.	National Statistics Office Ministry of Information National Union of Eritrean Youth and Students	7 110	3 900	11 010
	Annual financial utilization rate/ implementation rate RR/OR/ORE *Baseline:* 100% (end of 4th quarter 2015) *Target (2021):* 25% 1st quarter 50% 2nd quarter 75% 3rd quarter 100% 4th quarter	Insights (online publication) Compact for results Country management team and annual management plan Insights and the Results Assessment Module	**2. Programme planning and monitoring:** UNICEF staff and partners have the guidance, tools and resources to effectively plan and monitor programmes.				
	Results-based management score *Baseline:* Low (2015) *Target:* Medium to high (2021)	Insights (online publication) Compact for results					

UNICEF outcomes	Key progress indicators, baselines and targets	Means of verification	Indicative country programme outputs	Major partners, partnership frameworks	Indicative resources by country programme outcome: regular resources (RR), other resources (OR) (In thousands of United States dollars)		
	Planned vs. mobilized resources *Baseline:* $14,750,000 (2016)	Country management team meeting minutes Insights (online	**3. External relations:** UNICEF staff and partners have the guidance, tools and resources for effective				
	Target: $102,650,000 by 2021 (Total CPD budget)	publication)	communication on child rights issues with stakeholders.				
	Number of annual communication plans developed and implemented *Baseline:* 2 (2015) *Target:* 1 per year (2021)	Country management team and programme management team meeting minutes	4. **Communication for development, advocacy and partnerships:** UNICEF staff and partners have the guidance, tools and resources for effective advocacy and partnerships on child rights issues with stakeholders.				
	Percentage of outputs with gender equality marker rated at 3 (Significant) *Baseline:* 78% (2015) *Target:* 80% (2021) **Percentage of outputs with humanitarian action marker rated at 3 (Significant)** *Baseline:* To be confirmed (2015) *Target:* 50% (2021)	Insights (online publication) Insights	5. **Cross-sectoral approaches**: Strategies to address crosscutting issues related to child rights – gender, resilience, disaster risk reduction – are developed and applied.				

UNICEF outcomes	Key progress indicators, baselines and targets	Means of verification	Indicative country programme outputs	Major partners, partnership frameworks	Indicative resources by country programme outcome: regular resources (RR), other resources (OR) (In thousands of United States dollars)		
Total resources					**14 560**	**87 900**	**102 460**

Annex 6. 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.   Reference documents
VIII.   Document map
IX.   Project list
X.   Project mapping
XI.   Detailed work plan

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

Annex 7. UNICEF quality review checklist for inception reports

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 T

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**
		0
	Weighting:	0.05

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**
		0
	Weighting:	0.1

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 7. Evaluation report outline

 i. EXECUTIVE SUMMARY (UP TO 4 PAGES)

 ii. ACKNOWLEDGEMENTS
iii. TABLE OF CONTENTS
iv. ABBREVIATIONS AND ACRONYMS
 v. MAP
1. INTRODUCTION (Max 7 PAGES)

 o Purpose of the Country Programme Evaluation
 o Scope of the evaluation
 o Methodology and approach to the evaluation

2. COUNTRY CONTEXT AND UNICEF'S COUNTRY PROGRAMME (Max 7 PAGES)

 o Draw from the appropriate sections of the Inception Report, with relevant updates based on the subsequent field work and analysis

3. FINDINGS (Max 30 PAGES)

 o Answers to each of the evaluation questions

4. CONCLUSIONS (Max 6 PAGES)
5. LESSONS (Max 4 PAGES)
6. RECOMMENDATIONS (Max 4 PAGES)

 ANNEXES

 o Terms of Reference
 o Evaluation Matrix
 o Methodological tools, including the (reconstructed) Theory of Change for the Country Programme
 o Bibliography
 o Evaluators Bio

Annex 8. UNICEF quality review checklist for draft evaluation reports

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
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
4.0 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 9. Recommended reference documents

UNICEF Eritrea

- CPD 2017 - 2021
- costed Evaluation Plan
- Mid Term Review Report
- Country Office Annual reports (2017-2020)
- Annual Management Plans (2017-2020)
- Mid-Year and End-Year reports
- Completed research, studies and evaluations

Other key documents