

TERMS OF REFERENCE Evaluation Office

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| Title | Evaluation of UNICEF contributions to teacher development and improved learning outcomes |
| Recruiting Office | Evaluation Office |
| Location of Assignment | Home-based with travel and/or reporting to UNICEF New York (UNICEF House, 3 UN Plaza – (44th Street between 1st Ave and 2nd Ave). Travel to selected countries is expected. |
| Contract Modality | Individual Consultants (1) Team Leader, (2) Team Members |
| Duration of Contract | 9 months (July 2024 – March 2025) |

1 Introduction

As part of the Plan for Global Evaluations, the Evaluation Office has committed to conducting the "Evaluation of UNICEF contributions to teacher development and improved learning outcomes." The overall goal of this evaluation is to assess UNICEF work aimed at supporting the achievement of SDG 4. The evaluation is scheduled to be conducted between July 2024 and March 2025. It will be managed by UNICEF Evaluation Office in close consultation with staff from UNICEF Education Section, Programme Group. The Evaluation Office is presently recruiting individual consultants to conduct this evaluation.

The UNICEF Evaluation Office located in New York Headquarters provides global leadership and oversight of the evaluation function in the organization. As such, it manages independent, corporate evaluations, and evaluation syntheses; provides technical assistance and quality assurance for evaluations commissioned at the decentralized level (country and regional offices); develops evaluation methods; and reports to the UNICEF Executive Board. The work of the Evaluation Office is guided by the Plan for Global Evaluations¹, an Executive Board-approved document.

This evaluation recognizes the importance of supporting teachers and teaching, indicating that "the number and functions, deployment, capability and working conditions of teachers are key determinants of learning; as are time-on-task, pedagogical practice and accountability for learning outcomes", as described in the 2019–2030 UNICEF Education Strategy². In addition, it also follows the recommendation from the recent [evaluation of UNICEF contribution to improved teaching and learning](#) to "Build the capacity of UNICEF regional and country office staff to provide more and better support to teachers, especially in the use of digital teaching tools, for the transition to home-based and digital learning, to prepare education systems to be more resilient in the event of future crises involving school closures."

As reported in the [2024 UNESCO Global report on teachers: Addressing teacher shortages and transforming the profession](#), teachers play a critical role in supporting the achievement of SDG 4- equitable, inclusive, and quality education with lifelong learning opportunities for all. Qualified teachers have been found to be the most significant school factor linked to students' learning progress³. This association has been recognized in high level international meetings including the 2021 International Commission on the Futures of Education; the 2023 Transforming Education Summit (TES), where the "transformative role of teachers shaping the future of education" was emphasized; and the 2023 Annual Leaders' meeting of the SDG4 High-Level Steering Committee, where several recommendations drafted by the High-Level Panel on the Teaching Profession (led by ILO and UNESCO) were presented and welcomed⁴.

¹ United Nations Children’s Fund. Plan for global evaluations, 2022–2025 Executive Board First regular session 2022, 8–11 February 2022.

² 2019–2030 Every Child Learns: UNICEF Education Strategy, page 29.

³ Chetty, R., Friedman, J. N., & Rockoff, J. E. (2014). [Measuring the impacts of teachers II: Teacher value-added and student outcomes in adulthood](#). *American economic review*, 104(9), 2633-2679. Rivkin, S. G., Hanushek, E. A., & Kain, J. F. (2005). [Teachers, schools, and academic achievement](#). *Econometrica*, 73(2), 417-458.

⁴ The HLP’s recommendations underscored “the pressing need for improved policies regarding the teaching profession, including investments in teachers, ensuring decent working conditions, enhancing training programmes, and promoting equity, diversity, inclusion, and sustainability in teaching. Additionally, the recommendations advocate for enhanced global collaboration on two crucial fronts: the establishment of a

2 Evaluation Background and Context

The 2030 Agenda emphasizes the importance of teachers to achieve all Sustainable Development Goals (SDGs), in particular SDG 4⁵. In alignment to this commitment, UNICEF’s 2022-2025 Strategic Plan prioritizes enabling every child to learn and acquire skills for the future, as described in the Strategic Plan Goal Area 2⁶, identifying teachers as a key determinant of learning (Result Area 2). Table 1 presents a list of 2022-2025 SP teacher-relevant indicators reflecting this priority.

Table 1: UNICEF Strategic Plan 2022-2025, Goal Area 2, Result Area 1: Teacher-related indicators

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| 2022-2025 UNICEF Strategic Plan, Goal Area 2: Every child, including adolescents, learns and acquires skills for the future. |
| Result Area 2: Improved learning, skills, participation and engagement for all children and adolescents, including in humanitarian and fragile contexts |
| 2022-2025 SP teacher-related indicators (output level) |
| 2.2.1. Percentage of countries with effective teacher development system (GPE, UNESCO, World Bank): Dimensions include teacher development and teaching pedagogy and accountability. |
| 2.2.2. Percentage of countries with effective learning assessment system (GPE, UNESCO, World Bank): Dimensions include classroom assessment, national large-scale assessments (including school readiness) and examinations. |
| 2.2.4. Percentage of countries with effective system for digital learning solutions (UNESCO, World Bank): Dimensions include digital learning solutions, devices, affordability, connectivity, and youth engagement. |
| 2.2.5. Percentage of countries with gender-responsive systems for learning and skills development (GPE, UNDP, UNESCO, World Bank): Dimensions include gender-responsive teaching and learning systems and gender-equitable skills development |

Source: [Integrated Results and Resources Framework of the UNICEF Strategic Plan, 2022–2025](#)

UNICEF’s Strategic Plan and the [2019–2030 Every Child Learns: UNICEF Education Strategy](#) provide a strategic framework (figure 1a) that offers a clear vision to support achieving the 2030 Agenda. This framework describes six programmatic approaches and three enabling inputs, along with five programmatic principles, to achieve the organization’s education goals⁷. The strategy identifies teachers and teaching as one of the key determinants of learning, as described in its conceptual framework describing the enabling environment for learning (see figure 1b).

Global Fund for Teachers’ Salaries to ensure timely and sufficient support for teachers in crises, and the revision of the United Nations international instruments for the teaching profession.” See [2023 UNESCO “Global report on teachers: Addressing teacher shortages: highlights”](#), page 29.

⁵ More specifically, SDG 4, indicators 4.c indicates that “By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.” Also, indicator 4.c.1 measures “Proportion of teachers in: (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g., pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country.”

⁶ The contribution to advancing the SDGs clearly describe in the [2022-2025 Strategic Plan Theory of Change](#) document: “UNICEF work in Goal Area 2, including in humanitarian crises and fragile settings, advances Sustainable Development Goal 4 and contributes to many other Sustainable Development Goals, including Sustainable Development Goal 5 on gender equality and the empowerment of women and girls, and Sustainable Development Goal 8 on sustainable, inclusive economic growth and decent work for all.”

⁷ The three goals referenced in the strategic framework align with the three result areas in the 2018-2021 Strategic Plan Goal Area 2. The 2022-2025 Strategic Plan Goal Area 2 includes two result areas: Result Area 1, equitable and inclusive access to learning opportunities, including in humanitarian and fragile contexts and Result Area 2, improved learning, skills, participation and engagement for all children and adolescents, including in humanitarian and fragile contexts.

Figure 1a: Education strategic framework

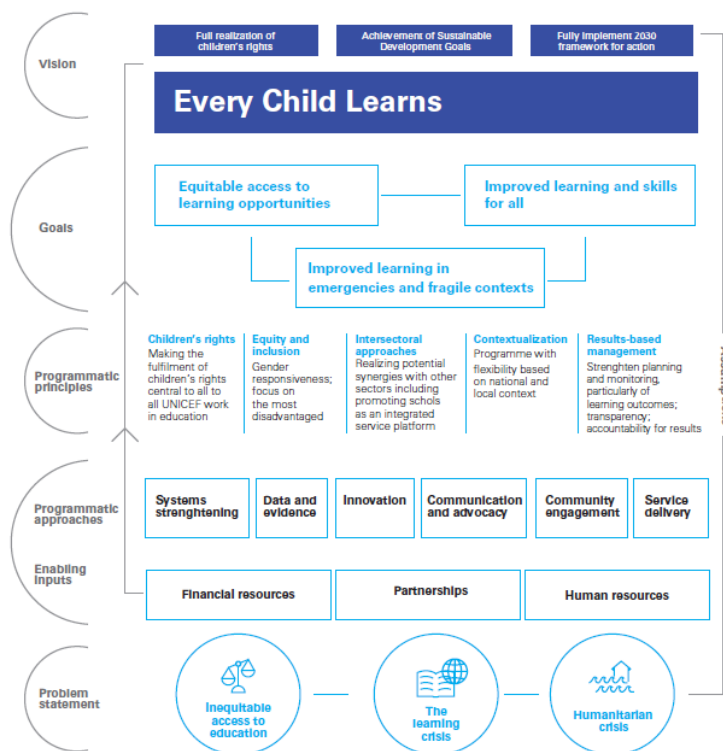
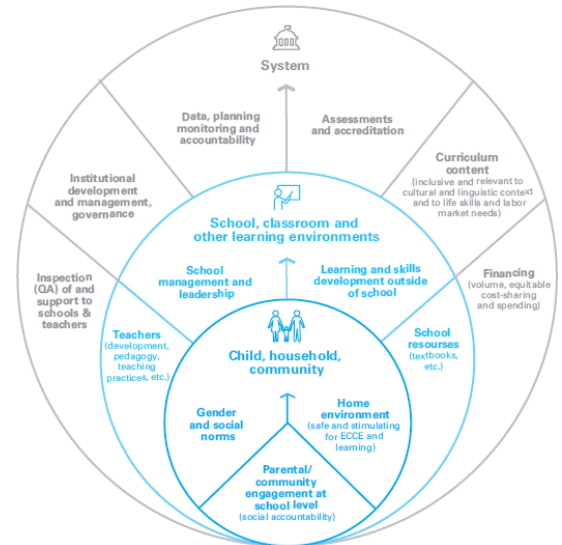


Figure 1b: Conceptual framework: Enabling environment for learning.



Source: *Every Child Learns UNICEF Education Strategy 2019–2030*

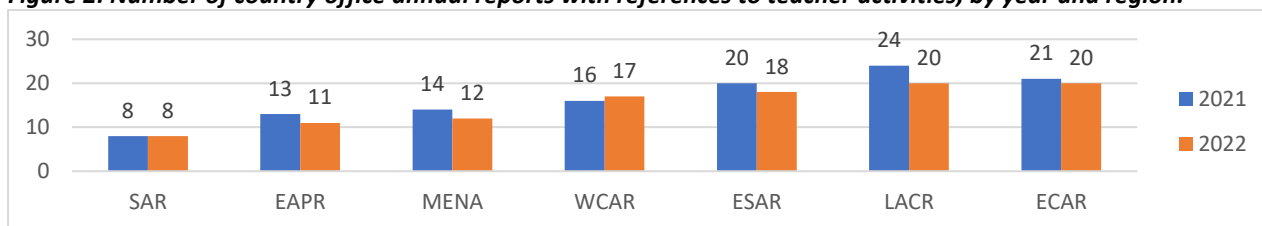
Although the strategy does not have a specific theory of change for the work around teachers and teaching, it identifies seven key priority areas within the teachers and teaching determinant to achieve the learning and skills goals, including:

- Priority 1. Number and functions: focusing on expansion and relevant composition of the teacher workforce.
- Priority 2. Teacher deployment: with different needs in urban and rural areas
- Priority 3. Teacher capability and training: including pre- and in-service training, inspection and quality standards, supportive supervision, and digital learning.
- Priority 4. Working conditions: in violence-prone and emergency context.
- Priority 5. Time-on-tasks: focusing on teacher absenteeism.
- Priority 6. Pedagogical practice: activity-based learning, teaching at the right level, gender sensible/responsive, disability-inclusive, child-centered lessons.
- Priority 7. Accountability for learning outcomes: focusing on better use of formative and summative as well as classroom-based assessments.

3 UNICEF Education Work: Programmatic Efforts

UNICEF has been supporting teachers and teaching through several programmatic activities around the seven priority areas. Figure 2 presents estimates from a preliminary summary mapping of country office documents reporting relevant activities around this area of work by region. Numbers suggest greater prevalence of these activities in country offices in the Latin America and Caribbean and the Eastern Europe and Central Asian regions, as well as those in the Western and Central Africa and the Eastern and Southern Africa regions. A caveat on these estimates. Because they are the product of a preliminary exercise, they are likely to change based on the specific library code used in future replications; hence, these numbers must be used with caution. These library codes must be revised and validated during the scoping process of the inception phase.

Figure 2: Number of country office annual reports with references to teacher activities, by year and region.



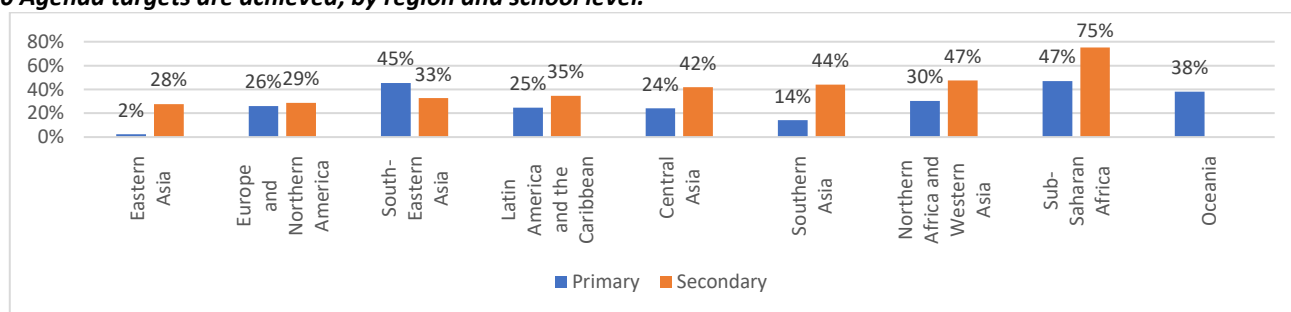
Source: Country office annual reports 2021, 2022.

Note: SAR = South Asia region; MENA = Middle East and North Africa region; EAPR – East Asia Pacific region; ESAR – Eastern and Southern Africa region; WCAR = Western and Central Africa region; ECAR = Eastern Europe and Central Asia region; LACR = Latin America and Caribbean region. Numbers reflect the number of reports referencing country office teacher activities including the library code list around the three priority clusters.

3.1 Priority Cluster: Teacher supply

Evidence indicates that issues of teacher shortages, adequate deployment and teacher retention remain a significant global challenge. These issues were exacerbated and made more visible during the COVID-19 public health pandemic. Although the 2024 UNESCO Global report on teachers shows progress being made towards recruiting and expanding the teacher workforce to an adequate size and composition to achieve universal primary and secondary education, efforts to accelerate such progress are needed. For example, estimates project a 44 million teacher-deficit to achieve the 2030 Agenda, with significant variations by school level and across regions⁸. Figure 3 presents the projected necessary percentage increases to reach the necessary teacher workforce size to achieve the SDG 4 targets, by region and school level.⁹ The same caveat presented earlier applies to these estimates.

Figure 3: Estimated percentage increase in recruitment needed to ensure that the required teacher workforce to achieve the 2030 Agenda targets are achieved, by region and school level.



Source: [Global report on teachers: Addressing teacher shortages, highlights UNESCO 2023](#). UNESCO Institute for Statistics, 2023. UNESCO and Teacher Task Force, 2023.

⁸ From 69 million teacher shortage baseline estimated in 2016.

⁹ The UNESCO 2023 Global Report suggest reasons for optimism, with several countries projected to best meet the demand for primary teachers by 2030. Countries including Micronesia, Kenya, Congo, Fiji, Ireland, Nauru, China, Tokelau, and Anguilla have showed historical growth trends, steadily augmenting the size of the teacher workforce (strong recruitment and decrease school-age population). Estimates for secondary level teachers, Kenya, Montserrat, United Arab Emirates, Central African Republic, Congo, Gambia, Dominican Republic, Philippines, and Myanmar are projected to meet their demands by 2030.

UNICEF activities supporting teacher supply (priorities 1 and 2) are observed particularly in the African region, through its research programme, [Teachers for All \(T4A\)](#), led by UNICEF Innocenti Global Office of Research and Foresight. Working jointly with ministries of education and SDG4 partners, T4A uses a mixed-methods and multi-phase approach to generate evidence on primary school teacher allocation. The countries currently participating in this project include Côte d'Ivoire, Senegal, The Gambia, Niger, Republic of Congo, Sierra Leone, Equatorial Guinea, Liberia, Mauritania, Angola, Zambia, Namibia, Botswana, Madagascar, and Lesotho.

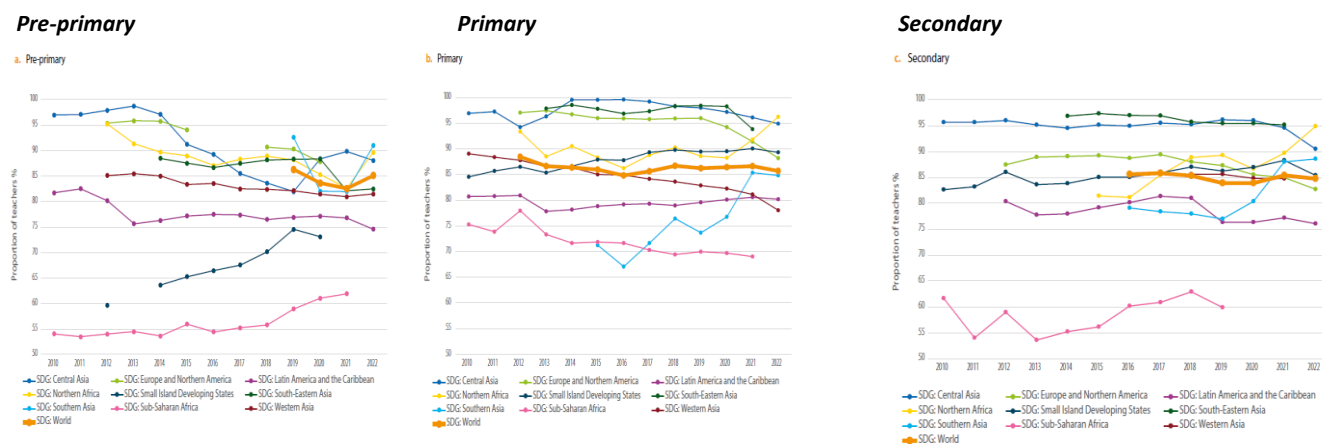
Efforts to support teacher supply needs have been particularly challenging in humanitarian and violence prone contexts, as well as isolated, vulnerable, and rural areas. The Global Annual Report 2022 for Goal Area 2 lists over 1,000 verified violent attacks in schools, placing students, teachers, and other school personnel at continued risk of targeted armed violence during 2022. The deployment of teachers in humanitarian, armed conflict-prone areas, and those with protracted crises, such as those observed in several Sub-Saharan African countries, was considered particularly difficult. This was also true during the COVID-19 pandemic, with teachers being one of the groups at highest risk of exposure¹⁰.

UNICEF efforts to enhance effective teacher deployment systems have been reported, including some focused on creating incentives to deploy teachers to rural and deprived areas as well as to attract female teachers¹¹. Examples include work in Yemen, where "UNICEF supported 2,162 rural female teachers with a monthly cash incentive to increase girls' enrolment and retention in rural areas with an acute shortage of female teachers"¹². Also, in the Bolivarian Republic of Venezuela, UNICEF supported the ministry of education through in-kind (food and hygiene products) incentives, aiming at improving teacher retention, including those servicing indigenous populations¹³.

3.2 Priority Cluster: Teacher capability and qualifications

To improve teacher capabilities and qualifications, there is a critical need to provide teachers with adequate, appropriate, and context-relevant pedagogical training and academic certifications. Although the aggregated global averages estimate that the pool of qualified teachers is around 85 percent of the existing workforce, important differences are observed across regions and school levels¹⁴. Figure 4 presents these percentages, showing important differences by school level and regions, with estimates particularly low among teachers in pre-primary and secondary levels, particularly in countries in the Sub-Saharan Africa region.

Figure 4: Percentage of teachers with minimum required qualifications, by education level and region. Years 2010-2022



Source: [Global Report on Teachers: Addressing Teacher Shortages; highlights UNESCO 2023](#). UNESCO Institute for Statistics, 2023. UNESCO and Teacher Task Force, 2023.

The mapping around UNICEF work supporting the improvement of teacher capability and qualifications using country office annual reports, show a larger prevalence of mentions referencing these activities in the regions of Latin American and the Caribbean, followed by the Eastern Europe and Central Asia, East and Southern African, and the Western and Central Africa regions (see figure 5). The higher prevalence of such reported activities in country offices

¹⁰ United Nations Children's Fund, [Evaluation of UNICEF contribution to improved teaching and learning \(2022\)](#).

¹¹ United Nations Children's Fund, [Global Annual Report 2020, Every Child Learns for Goal Area 2](#).

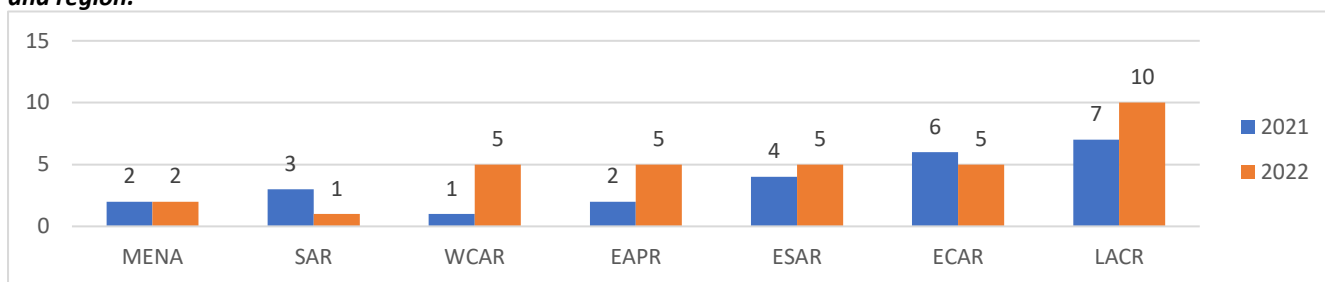
¹² United Nations Children's Fund, [Global Annual Report 2021: Every Child Learns for Goal Area 2](#), page 29.

¹³ United Nations Children's Fund, [2022 Evaluation of UNICEF contribution to improved teaching and learning](#), UNICEF Venezuela Case Study Report.

¹⁴ UNESCO 2023 [Global report on teachers: Addressing teacher shortages; highlights](#)

is consistent with the need for qualified teachers in Sub-Saharan Africa countries (see figure 4). As indicated earlier, the same caveat applies to these estimates, hence they must be used with caution.

Figure 5: Number of country office annual reports with references to teacher capability and qualification activities, by year and region.



Source: Country office annual reports 2021, 2022. References one or more times.

Note: SAR = South Asia region; MENA = Middle East and North Africa region; EAPR – East Asia Pacific region; ESAR – Eastern and Southern Africa region; WCAR = Western and Central Africa region; ECAR = Eastern Europe and Central Asia region; LACR = Latin America and Caribbean region. Numbers reflect the number of reports referencing country office teacher activities supporting teacher capabilities and qualifications (such as training, pedagogical capabilities, and system strengthening).

UNICEF support in this priority cluster has targeted teachers' pedagogical training (pre- and in-service), as well as socio-emotional and digital skills¹⁵. The 2020 Structured Pedagogy Framework for East and Southern Africa is an example¹⁶. Originally intended to be utilized in the context of the COVID-19 pandemic, this framework presents a set of practices to be implemented concurrently within four interconnected areas: (i) teacher professional development, (ii) teaching and learning materials (TLM), (iii) formative assessment, and (iv) primary caregiver engagement. It emphasizes the importance of adjusting the teaching and learning materials to be "appropriate for teachers' challenging lived realities by including strategies for teaching in multilingual, multi-grade and overcrowded classrooms"¹⁷. The framework encourages considering formative assessments to be targeted to pre-service teachers rather than in the context of a more experienced teacher workforce, using cheap, simple, yet intuitive and effective tools such as Teaching at the Right Level (TaRL).

Other examples of UNICEF activities include technical support to develop pedagogical teacher training programmes to adapt teaching plans from pre-school to high school (Belarus) and for inclusive and multilingual education (Cambodia). Another example is UNICEF technical support in Belize to implement systems and mechanisms to identify the needs of teachers and school leaders and to track their professional development¹⁸. Efforts around teachers' digital literacy include supporting national governments in adopting e-learning platforms such as the *Akademi.AI* initiative in Albania or the Teacher Digital Learning Community for remote education in Malaysia¹⁹.

Additional examples include the Indonesia Early Grade Literacy initiative, providing capacity support for teachers on adaptive skills and creativity. Aimed at improving students' basic reading and comprehension in schools, this initiative focused on specific students' needs, particularly targeting indigenous children in rural and remote areas, and ensuring conducive learning environments²⁰. Work in Sierra Leone supports early grade teacher training for improving literacy and mathematics skills among children in grades 1.3. In Ghana, UNICEF's technical support contributed to the government's approval of the Differentiated Learning Approach, and foundational skills improvements through teacher capacity building on specialized pedagogies²¹.

Regarding teacher digital capacities and training, UNICEF work supporting their capacity and use of digital tools includes activities developed during the transitions from the COVID-19 school closures to home-based and digital learning. In addition to technical, reports describe private-public sector partnerships and scaling up existing initiatives. For example, in partnership with Microsoft, UNICEF introduced and offered Government partners access to the online

¹⁵ United Nations Children's Fund [Global Annual Report 2020, Every Child Learns for Goal Area 2](#)

¹⁶ For more information, see the [2020 UNICEF Eastern and Southern Africa Working Paper, Structured Pedagogy: For Real-Time Equitable Improvements in Learning Outcomes](#).

¹⁷ [2020 UNICEF Eastern and Southern Africa Working Paper, Structured Pedagogy: For Real-Time Equitable Improvements in Learning Outcomes](#), page 16.

¹⁸ United Nations Children's Fund, [Global Annual Report 2022, Every child learns for Goal Area 2](#)

¹⁹ United Nations Children's Fund [Global Annual Report 2020, Every Child Learns for Goal Area 2](#)

²⁰ United Nations Children's Fund, ['Instruction Tailored to Students' Learning Levels Improves Literacy: Indonesia case study'](#)

²¹ United Nations Children's Fund, [Global Annual Report 2022, Every Child Learns for Goal Area 2](#).

platform Learning Passport, providing students and teachers with access to this digital tool, including training for teachers on digital literacy²².

Nevertheless, the [evaluation of UNICEF contribution to improved teaching and learning](#) found that, despite UNICEF efforts, teachers were unprepared for the transition to remote and digital learning. As a result, one key recommendation was to "Ensure that UNICEF interventions and supporting activities target different groups of marginalized children and adapt programmes to their learning needs". The evaluation presents examples of UNICEF supporting the teachers' capacity building, introducing reformed teaching, learning, and assessment practices during the initial phases of the COVID-19 pandemic (for instance, in Jordan and Venezuela)²³. The evaluation, nevertheless, concluded that the lack of evidence around learning assessments or outcomes limited any attempts to evaluate the contribution of such work on learning outcomes.

Another example comes from Ecuador, where UNICEF support included supplying mobile phones; data connectivity to teachers and student counselors, as well as providing teacher training for remote learning during COVID-19 related school closures²⁴. More recent activities are described as focusing on the empowerment of students and teachers to establish learning communities, including for children with disabilities as in the case of Malaysia. This work was a collaboration between UNICEF, the Malaysian ministry of education, Google, Microsoft, and Apple, launching the Digital Educational Learning Initiative Malaysia (DELIMa) 2.0 platform²⁵.

An additional area of UNICEF work around teacher capabilities focuses on the time allocated to teaching tasks aimed at reducing absenteeism. More specifically, the UNICEF Innocenti Global Office of Research and Foresight has been producing evidence on factors (within and outside the education system) affecting teacher attendance through its research portfolio [Time to Teach](#) (TtT)²⁶. As of now, this initiative includes 21 countries and territories in Sub-Saharan Africa and focuses on three main objectives: (i) to identify factors affecting primary school teacher attendance and time on tasks; (ii) to examine variations and commonalities around the determinants of teacher attendance (by type of school and location); and (iii) to recognize promising and replicable policies and practices improving teacher motivation, attendance, and time on task.

3.3. Priority Cluster: Teacher accountability for learning outcomes

One of the main products of the 2022 Transforming Education Summit (TES) endorsed by members of the global education community and other partners, was the [Commitment to Action on Foundational Learning](#). Foundational learning was identified as key to transforming education and to "enable all children to reach their full potential and participate in society", including basic literacy, numeracy, as well as transferable skills. Assessing and measuring learning outcomes and quantifying the learning gaps (e.g., using tools such as the [learning poverty](#) indicator) were identified as key to understand and to better target efforts to support children in achieving their full potential²⁷. UNICEF agreed to these commitments to action.

Nevertheless, the [evaluation of UNICEF contribution to improved teaching and learning](#) concluded that data on learning outcomes were seldom collected during the COVID-19 pandemic, as teachers lack the necessary tools to assess students under remote and other learning conditions (e.g. over-aged students, children not attending school). This led to limited availability of information to evaluate UNICEF contributions to learning outcomes, with evaluation conclusions identifying the need to ensure that these critical data are regularly and properly collected²⁸. More recently,

²² For more information see United Nations Children's Fund [Global Annual Report 2021: Every Child Learns, Goal Area 2](#), United Nations Children's Fund, [Global Annual Report 2020, Every Child Learns for Goal Area 2](#), and United Nations Children's Fund [Evaluation of UNICEF contribution to improved teaching and learning, 2022](#)

²³ United Nations Children's Fund, [Evaluation of UNICEF contribution to improved teaching and learning \(2022\)](#), page 42. Recommendation 4 of this evaluation recommends to "Build the capacity of UNICEF regional and country office staff to provide more and better support to teachers, especially in the use of digital teaching tools, for the transition to home-based and digital learning, to prepare education systems to be more resilient in the event of future crises involving school closures."

²⁴ United Nations Children's Fund, [Global Annual Report 2020, Every Child Learns for Goal Area 2](#).

²⁵ United Nations Children's Fund [Global Annual Report 2022, Every Child Learns for Goal Area 2](#)

²⁶ The TtT initiative defines teacher attendance as (i) being at school; (ii) being punctual; (iii) being in the classroom; and (iv) teaching when in the classroom. It also understands that the use of evidence should inform the design and implementation of teacher policies. In addition, the initiative does not differentiate between authorized and unauthorized absences, as the main goal of the initiative is to capture teachers' total loss of time on task (during the school year), regardless of the reason for their absences.

²⁷ For more information on the methodology, see [The State of Global Learning Poverty: 2022 Update](#)

²⁸ More specifically, conclusion 7 stated that "UNICEF support to government initiatives to introduce reformed teaching, learning and assessment practices during the school closure phase has not been well reported. More recent strategic and leadership efforts by UNICEF to

UNICEF has produced evidence around foundational learning and skills, estimating the extent of the learning crisis, even before the onset of the COVID-19 pandemic, using MICS 6 data²⁹.

Some examples were identified around assessing learning outcomes during the COVID-19 pandemic. In Azerbaijan, during the COVID-19 re-opening period, UNICEF supported the assessment of students' skills and learning loss to inform the response plan led by the Ministry of Science and Education. Also, in Bulgaria, UNICEF supported skills assessments for pre-school and school-level students, targeting vulnerable groups and the mental health status of adolescents³⁰. More recently, UNICEF efforts to collect data on children's foundational learning skills can be seen in the seventh round of the Multiple Indicator Cluster Survey (MICS)³¹.

During 2020 and 2021, with the lingering health concerns and schools still working in remote and hybrid-modes, most countries prioritized assessments for learning (i.e., formative assessment, where teachers identify individual students' learning needs and plan lessons) rather than assessment of learning (i.e., including examinations). UNICEF developed a set of teacher training tools to deliver learning assessments, lesson planning, and to inform policy designs, targeting teacher capacity strengthening for formative assessments. Examples include the 2022 work in the Europe and Central Asia region³² and the Plurinational State of Bolivia, where diagnosis tools were developed to self-track learning progress in schools, providing complementary training for school principals and teachers³³. More recently, UNICEF work strengthening learning assessments also included the [RAPID Framework for Learning Recovery and Acceleration](#), focusing on strengthening student performance assessments³⁴.

4 Evaluation Purpose and Objectives

4.1. Evaluation Purpose

As stated in the [2023 revised UNICEF evaluation policy](#), all UNICEF evaluations have four complementary purposes: (i) to maximize results for children in development and humanitarian settings; (ii) to contribute to oversight and accountability; (iii) to foster organizational learning; and (iv) to empower community, national, and regional stakeholders.

The specific purpose of this evaluation is to better position UNICEF to support teacher development and accountability for learning outcomes to improve the results of all children. Its ultimate purpose is to improve all children's and adolescents' chances of achieving their full learning potential, contributing to the achievement of SDG 4. Towards this end, the evidence generated by the evaluation will enable UNICEF:

- To improve the efficiency, effectiveness, coherence, relevance, and sustainability of the organization's efforts around teacher development and accountability for learning outcomes for all children, focusing on the three priority clusters: (i) teacher supply (adequate workforce supply, quality composition of teachers, and teacher deployment capacity); (ii) teacher capabilities and qualifications (teacher pre- and in-service training, safe attendance, reduction of absenteeism, teaching in diverse learning contexts, and teaching for different learning needs); and (iii) teacher accountability for learning outcomes (foundational skills, transferable skills, and skills for employment or livelihood).
- To enhance UNICEF work with external partners, identifying, assessing, and disseminating good practices and policy lessons around specific thematic components of teacher development and accountabilities for learning outcomes.

accelerate the reform of teaching and learning through the integration of digital technology have been well embraced by HQ and regional offices but are less apparent across country offices”.

²⁹ See the 2022 UNICEF report [Are Children Really Learning? Exploring foundational skills in the midst of a learning crisis](#).

³⁰ United Nations Children's Fund, [Evaluation of UNICEF contribution to improved teaching and learning \(2022\)](#), page 23.

³¹ For more information, see the [MICS 7 documentation](#).

³² For more information, see the [Formative Assessment for Quality, Inclusive Digital and Distance Learning during and beyond the COVID-19 Pandemic](#).

³³ United Nations Children's Fund, [Global Annual Report 2022, Every Child Learns for Goal Area 2](#).

³⁴ The [R.A.P.I.D. framework](#) is a guide to tackle learning losses, based on five policy actions: Reach all children; Assess learning; Prioritize the fundamentals, Increase the efficiency of instruction, and Develop psychosocial health and wellbeing.

4.2 Evaluation Objectives

To achieve the end uses described above, the evaluation will assess UNICEF work in support of teacher skills development and improved learning outcomes. The overall objective of this exercise is to evaluate the extent to which UNICEF is enhancing teacher development and accountability for learning outcomes to improve results for children. More specifically, guided by the education strategy and teacher priorities, two specific objectives are identified:

Objective 1: To evaluate the efficiency, effectiveness, coherence, relevance, and sustainability of UNICEF efforts around teacher development and accountability for learning outcomes for all children, focusing on the three priority clusters of teacher supply, teacher capabilities and qualifications, and teacher accountability for learning outcomes, focusing on:

- **Efficiency:** The organization efficiently utilizes programmatic approaches and enabling inputs to achieve results around the teacher development and accountability for learning outcomes' priorities, as well as to improve results for all children.
- **Effectiveness:** UNICEF achieving its targeted results around teacher development and accountability for learning outcomes priorities and to improve results for all children.
- **Internal Coherence³⁵:** The organization's efforts around teacher development and accountability for learning outcomes are coherent with UNICEF education strategies and its teachers and teaching priorities, and to improve results for all children.
- **Intra-Country Coherence³⁶:** The organization's efforts around teacher development and accountability for learning outcomes are coherently aligned with other UN agencies' and development partners' teachers and teaching interventions, and to accelerate and scale up results for all children.
- **Relevance:** The organization's efforts around teacher development and accountability for learning outcomes align with national priorities, national policies, and meet the specific needs of all children.
- **Sustainability:** The organization's efforts around teacher development and accountability for learning outcomes lead to sustainable policies and national resource allocations to improve results for all children.

Objective 2: To identify, assess, and disseminate good practices and policy lessons around specific thematic components of teacher development and learning outcomes.

4.3 Scope of the Evaluation

The scope of the evaluation is described below in terms of its thematic, temporal, geographic, organizational level, and organizational unit coverage:

- **Thematic:** The evaluation includes UNICEF efforts around the three teacher priority clusters around (i) teacher supply (adequate supply of teachers, a suitable composition of teachers; and the capacity to deploy qualified teachers); (ii) teacher capabilities and qualifications (teacher pre- and in-service trainings, safe attendance, absenteeism, teaching in diverse learning contexts, and teaching for different learning needs); and (iii) teacher accountability for learning outcomes (foundational skills, transferable skills, and skills for employment and livelihoods) of all students.
- **Temporal:** The evaluation focuses on the period between 2021 and 2023. This evaluation will build on the findings and recommendations from the recent 2022 [evaluation of UNICEF contribution to improved teaching and learning](#). The current evaluation will go beyond the response to the COVID-19 pandemic, focusing on lessons learned, changes in priorities, and the innovations that resulted from this period.
- **Geographic:** This evaluation is global, but it must reflect the decentralized nature of the organization and the diversity of countries where the organization operates. This includes work in emergency, humanitarian, and geographically isolated areas. The evaluation will focus on countries where UNICEF programmatic work is directly relevant to the thematic scope of the evaluation and where the prevalence of the issues assessed in the evaluation is high.

³⁵ Internal coherence is defined as “the consistency between goals and objectives, modalities and protocols of a policy or program carried out by an OECD government in support of development (e.g., aid)”. For more information, please see [Picciotto, R. \(2005\)](#). The evaluation of policy coherence for development. *Evaluation*, 11(3), 311-330.

³⁶ Intra-country coherence is defined as “the consistency among aid and non-aid policies of an OECD government in terms of their contribution to development”. For more information, please see [Picciotto, R. \(2005\)](#). The evaluation of policy coherence for development. *Evaluation*, 11(3), 311-330.

- **Organizational levels:** The evaluation assesses UNICEF work across all levels of the organization, including headquarter-level, regional-level, and country-level.
- **Organizational units:** Primary units include the Education sector, Programme Group with direct accountability for the thematic areas of focus of the evaluation (System Strengthening). Secondary units include other teams in the Education sector (Digital Learning) and other sectors directly collaborating on teachers and teaching efforts, including Gender, Disability, as well as other Programme Group sectors such as Social Policy, Child Protection, WASH, Nutrition, among others. Table 2 presents a detail description of the primary and secondary users and uses of the evaluation.

Table 2. Primary and secondary users and uses.

| Primary users | Primary uses |
|--|---|
| UNICEF HQ: Programme Group, Education sector team for System Strengthening. | To inform efforts, priorities, and operational plans around teacher development and accountability for learning outcomes. Specifically, the evaluation aims at informing (i) the review process of the current Strategic Plan and the second phase of the Strategic Plan (2026-2030) and (ii) the mid-term assessment of the 2019-2030 Global Education Strategy. |
| UNICEF regional offices and country offices: Education staff in regional offices and country offices overseeing initiatives related to teacher development and accountability for learning outcomes. | To inform and guide efforts around teacher development and accountability for learning outcomes in regional and country offices, by sharing good practices, innovative initiatives, and policy lessons around teacher development and accountability for learning outcomes. |
| Secondary and other intended users | Secondary uses |
| UNICEF HQ: Other PG staff supporting teacher development and learning outcome efforts, including Social Policy, Child Protection, WASH, Nutrition, Gender, and Disability Teams. The Global Office of Research and Foresight is considered a key stakeholder. | To provide evidence around cross-sectoral approaches and responses in support of teacher development and accountability for learning outcomes. This evidence should inform the review process of the Strategic Plan 2022-2025 with a cross-sectoral approach. |
| External partners: Other United Nations agencies and development organizations, especially UNCT, UNESCO, and the World Bank. | To inform UN agencies and development partners on the organization's progress, good practices, and policy lessons around teacher development and accountability for learning outcomes. This evidence aims to strengthen coordination and collaboration with these external partners. |
| External partners: Government partners who are actively involved in teacher development and system strengthening efforts to support improving learning outcomes. Private sector partners, particularly those working in digital learning and supporting the development of skills (transferable and for work) are relevant secondary stakeholders. | To inform government and private sector partners on UNICEF organization's progress, good practices, and policy lessons to improve teacher development and accountability for learning outcomes. This evidence aims to strengthen coordination and collaboration with these external partners. |

5 Evaluation Approaches and Methodology

5.1. Evaluation Approaches

The evaluation will use a theory-based approach. The evaluation team will develop an analytical framework or theory of change to ensure clear logical lines connecting these elements to the overall learning crisis during the inception phase. This proposed analytical framework must be guided by the Education Strategic Framework (see figure 1) and with feedback from the reference group, including the following elements:

- **programmatic principles:** child rights, equity, inclusion, intersectoral, contextualization, RBM.
- **programmatic approaches:** system strengthening, data and evidence, innovations, communication and advocacy, community engagement, and service delivery.
- **enabling inputs:** financial resources, partnerships, human resources.
- **seven priorities** guiding UNICEF work on teachers and teaching, grouped into **three clusters**:
 - (i) **teacher supply** (priorities 1 and 2), including an adequate supply of teachers, a suitable composition of teachers; and the capacity to deploy qualified teachers.
 - (ii) **teacher capabilities and qualifications** (priorities 3, 4, 5, and 6), including the improvement of the teacher pre- and in-service trainings, to ensure safe attendance, reduce absenteeism, teach for different learning needs, and teach in diverse learning conditions; and
 - (iii) **teacher accountability for learning outcomes** (priority 7), including assessments on foundational skills, transferable skills, and skills for employment and livelihoods.

In addition, all analyses must include all children, with considerations of:

- **different skills levels and learning needs**, including out-of-school children, children over-age, as well as with considerations to gender differences, children with different types of disabilities, children from linguistic minorities; and
- **diverse learning conditions**, including children living in urban and rural areas, as well as those living in refugee or migrant settings.

5.2. Evaluation Methodology: Data Collection and Analyses

The evaluation will use a mixed-methods approach, collecting, analysing, and triangulating quantitative and qualitative data. The evaluation will start identifying and reviewing key internal documentation and available internal data on results and resource allocations. In addition to existing secondary data, additional primary collected information will be added during the data collection and analyses phase. Quantitative data will be utilized to further assess effectiveness, relevance, and sustainability.

Qualitative data will be utilized to complement, validate, and triangulate the quantitative information. In addition, and to the extent possible, external data will be combined with internal data to produce cost-effectiveness / value for money analyses,³⁷ intra-country coherence with national priorities, relevance analyses of existing needs vis-à-vis UNICEF priorities, and to guide and define possible analyses for the policy lessons brief. Table 3 presents the list of proposed data collection, data analysis rationale, and data sources:

³⁷ For examples on how UNICEF has implemented value for money analyses see [Global Programme to End Child Marriage](#), [WASH](#), and [joint Programme to End Female Genital Mutilation](#).

Table 3: Data collection, analyses, sources, by type of data

| Data collection | Data analyses | Data sources |
|--------------------------|--|---|
| Qualitative data | | |
| Documentation review | Full mapping of key documentations from all UNICEF country offices utilizing AI / data mining. The library code for data harvesting should be discussed and improved with the evaluation team, with feedback from key stakeholders. Data harvested will be coded for analyses. In addition to key priorities, funding allocation, results data, as well as information on specific programmatic approaches (i.e., system strengthening, data and evidence, innovations, communication and advocacy, community engagement, and service delivery) and enabling inputs (i.e., financial resources, partnerships, human resources) must be harvested and coded. Similarly, elements of information reflecting efforts focusing on programmatic principles (i.e., child rights, equity, inclusion, intersectoral, contextualization, results-based-management), must be harvested and coded for analyses. These data will be triangulated and validated using internal and external data sources. Internal planning, strategic, and analytical documents will be utilized to assess the coherence and alignment with priorities, to evaluate the internal coherence and relevance of the work. External planning and strategic documents will be utilized to assess the intra-country coherence, coordination, collaboration with other key stakeholders. | <p>Strategic Documents</p> <ul style="list-style-type: none"> • 2022-2025 UNICEF Strategic Plan • 2019-2030 UNICEF Education Strategy • UNICEF country programme documents • UNICEF country office annual work plans • National development plans, to assess the coherence and alignment with government partners. • Country UNSDCF, to assess the coherence and alignment with other UN and development agencies. • Regional planning and strategic education documents <p>Analytical Documents</p> <ul style="list-style-type: none"> • UNICEF country office annual reports • UNICEF country, regional, global thematic assessments • UNICEF country-level context or situation analysis reports • Relevant UNICEF global, regional, and country thematic documents • Relevant UNICEF global, regional, country evaluation reports • Relevant UNICEF global, regional, country research reports. • Relevant external documentation such as research reports and analytical documents |
| Key informant interviews | Information from key informant interviews (in-person and remotely) will be utilized to understand the perspectives from key stakeholders (both internal and external), to provide greater nuance to the results, processes, and utilization/allocation of resources. In addition, qualitative information on challenges, gaps, and needs, as well as emerging areas of work will be gathered. These data must be triangulated and validated with other data sources (qualitative, quantitative, internal, and external). | <p>UNICEF internal stakeholders</p> <ul style="list-style-type: none"> • UNICEF staff from Education sector, at HQ, regional, and country levels. • UNICEF staff collaborating on cross-sectoral education efforts, at HQ, regional, and country levels. • UNICEF senior management, at country office level <p>External informants</p> <ul style="list-style-type: none"> • Partners from other UN agencies and joint initiatives, such as UNESCO and UNCT. • Partners from development agencies, such as World Bank. • Focal points from relevant global, regional, country level partnerships and global, regional, country-level education donors. • Focal points from government partners (selected country offices) • Focal points from key implementing partners (selected country offices, civil society organizations, non-governmental organizations) • Focal points from private sector partners (selected country offices) |
| Focus group discussions | Focus group discussions will be conducted in-person and remotely in selected country offices. These data will be utilized to understand perceptions, needs, and emerging issues from key informants. Whenever possible, focus group discussions will include teachers. These data will be triangulated and validated with other data sources (qualitative, quantitative, internal, and external). | <p>UNICEF internal stakeholders</p> <ul style="list-style-type: none"> • All mentioned above. The used of focus group discussion will be utilized in cases where restrictions prevent individual interviews. <p>External informants</p> <ul style="list-style-type: none"> • All mentioned above. The used of focus group discussion will be utilized in cases where restrictions prevent individual interviews. • Teachers who have received support from UNICEF country offices. These data might be particularly important to identify and to assess teachers' specific met and unmet needs helping or preventing them from teaching all children (e.g., girls, boys, children with disabilities, linguistic minorities, children with diverse learning needs, children living in diverse context, including emergency and rural settings). |
| Observational data | Observational descriptions collected during in country visits to sites where UNICEF is providing support. These data will be utilized to validate and triangulate as well as to give greater nuance to qualitative data (primary and secondary). In addition, these data will be utilized to provide greater nuance to the information on contextualization of analyses and adequate conditions for all children, including those with disabilities. | <ul style="list-style-type: none"> • Observation and descriptive narrative of surrounding areas, infrastructure conditions, materials produced/utilized, etc. where UNICEF provides support. |

| Data collection | Data analyses | Data sources |
|---|--|---|
| Quantitative data | | |
| Internal data on results and resources | Quantitative internal data will be utilized to assess programmatic approaches, enabling inputs, coordination and collaboration with partners, children being targeted, and activities aligned with priorities. In addition, data will evaluate achievement of internal targets and cost-effectiveness, using reported resources to specific activities or pilot projects supporting teacher development vis-à-vis results achieved. Narrative data on results and challenges will be coded to be used as complementary and more nuanced data. These data will be utilized to assess coherence, relevance, effectiveness, and efficiency. | <ul style="list-style-type: none"> • RAM – results, resources, coded narrative • Human resources data – count of staff supporting education sector |
| Online survey | An online survey will be specifically designed to cover areas where limited or no information is readily available. These data will add information to validate and triangulate existing information. In addition, these data will be utilized to provide greater nuance to the analyses and give the opportunity to all country offices to share their perspectives or ongoing work, gaps, and needs around the thematic areas of focus. Online surveys could also be utilized to gather direct information from young people about their unmet and met needs around the thematic areas of focus. | <ul style="list-style-type: none"> • Online survey to country office staff (to be defined during inception phase). These data might be particularly important to collect evidence of specific met and unmet needs of girls, boys, children with disabilities, children living in diverse context, including emergency and rural settings. • U-Reports to gather evidence from young population on specific needs (being met or unmet) around improving learning outcomes, through the improvement of teacher development (to be defined during inception phase). Also, these data might be particularly important to collect evidence of specific met and unmet needs of girls, boys, children with disabilities, children living in diverse context, including emergency and rural settings. |
| External household survey data | Secondary data from household and education national surveys will be utilized to validate and triangulate primary collected data as well as to test for external validity. In addition, these data will be used to assess, to the extent possible, UNICEF contributions towards and changes in outcome and impact level results. These data will be utilized and match with internal UNICEF administrative data. These data will be utilized to produce a policy brief, a good practice note, or other analytical products focusing on outcome or impact level results. | <ul style="list-style-type: none"> • UNICEF MICS (selected countries). See for reference, the guidance note "Using MICS, MICS Plus, and other Household Survey Data in Impact Evaluations of National/Subnational Programs and Models-to-Scale." • UIS-UNESCO (trained teacher, pupil-teacher ratios). |
| Education national data on policies and learning outcomes | External secondary data from official education national sources on teacher or teaching policies and learning outcomes will be utilized to assess, to the extent possible, UNICEF contribution and result progress on outcome and impact level results. These data will be utilized to validate and triangulate qualitative data from key informants. In addition, these data will be utilized to produce a policy brief, a good practice note, or other analytical products focusing on outcome or impact level results. | <ul style="list-style-type: none"> • PISA (selected countries) • UNESCO-UNICEF-World Bank-OECD Survey on National education responses to COVID-19, last two waves of data collection. (For baseline estimates on teachers- teacher and education personnel, gaps to reach adequate teacher supply; changes in teacher payment and benefits; recruitment efforts; teacher training for remote teaching and learning; teacher safety and vaccination; and learning assessment and examinations – changes in adapted modalities of national examinations). • Official government databases on education policies focusing on teachers and teaching as well as learning outcomes. |
| National administrative data | Publicly available administrative data on teachers and teaching as well as learning outcomes will be utilized, to the extent possible, to assess the UNICEF contribution and progress on outcome and impact level results. These data will be utilized to validate and triangulate qualitative data from key informants. In addition, these data will be utilized to produce a policy brief, a good practice note, or other analytical products focusing on outcome or impact level results. | <ul style="list-style-type: none"> • Official education administrative data • Government databases and official reports |

All data collected during the evaluation process will be consolidated into an evidence matrix, including quantitative and coded qualitative data. Table 4 presents a template of the proposed structure of the evidence matrix, guided by the proposed analytical framework. Examples of how this evidence matrix could be produced and utilized can be found in the work published by Funnell and Rogers (2011)³⁸. Evaluation team members are encouraged to propose a revised evidence matrix and evaluation methodological approaches, if deemed appropriate, to meet the requirements of the evaluation. A clear justification must be provided for why and how these changes will enhance the quality of the evaluation.

Table 4: Evaluation evidence matrix template

| Office / Business area | Context development, humanitarian, peacebuilding. | Data source | Code relevant to objective 1 | Code relevant to objective 2 | Code relevant to objective 3 | Programming approach used | Cross-cutting priority relevance | Analytical code: objective 1 | Analytical code: objective 2 | Analytical code: objective 3 |
|------------------------|---|-------------|------------------------------|------------------------------|------------------------------|---------------------------|----------------------------------|------------------------------|------------------------------|------------------------------|
| CO 1 | | | | | | | | | | |
| (...) | | | | | | | | | | |
| CO n | | | | | | | | | | |

Quantitative and coded qualitative data will be analysed using statistical software, such as Power BI-Excel, R, Python, or Stata to produce simple trend analyses, descriptive statistics, and multi-variate analyses. In addition, to the extent possible, household survey, national administrative data, and other external education national data will be analysed to produce contribution analyses and to assess progress in outcome and impact level results. Qualitative data and observational data will be utilized to provide greater nuance to analyses as well as for validation and triangulation purposes.

5.2. Thematic Assessments: Policy Brief and Good Practice Note

In-depth analyses on emerging thematic areas and good practices will be utilized to produce a policy brief and a good practice note. In addition to internal documentation and key informant interviews, a desk review of research reports, mapping of external quantitative data, and an assessment of national policies around teacher development and learning outcomes will guide the selection of the thematic areas of focus as well as the selection of the sample of countries for in-depth analyses. These will be defined and refined during the inception phase of the evaluation. The selection criteria to define the focus of these products will be guided by the following:

- **Policy Brief:** The brief will have a thematic focus, addressing current or emerging issues of relevance to UNICEF. It must present in-depth findings and actionable points for decision-makers, including programme staff and government counterparts. The brief should be five (5) pages or shorter.
- **Good Practice Note:** The note will showcase good practices in programmes components or initiatives that have been proven to be cost-effective, replicated, or scaled up. The sample-selection of countries and regional offices for in-person data collection will be guided by their relevance to inform this good practice note. The note should be five (5) pages or shorter.

5.3 Risk Management

Inherent risks commonly encountered, such as factors impacting timelines and deliverable schedules, challenges in securing interviews and obtaining timely responses from key stakeholders, and unforeseen circumstances impeding planned data collection, are anticipated to be assessed and closely monitored during the inception phase. Adaptive management will be used to ensure deadlines are met without compromising the utilization focus or the quality of the deliverables. These risks and mitigation measures will be accounted for in the final plan and timeline to be included in the inception report. Table 5 provides an overview of additional risks identified and proposed mitigation measures.

³⁸ Funnell, S. and Rogers, P. (2011). "Purposeful Program Theory: Effective Use of Theories of Change and Logic Models." John Wiley & Sons.

Table 5: Risks and mitigation measures

| Risk | Mitigation Measure |
|---|---|
| Identifying UNICEF contribution in a complex network of external and national actors supporting education does not allow for the attribution of outcomes directly to UNICEF action. | The combination of quantitative and qualitative data, both internal and external, will inform the tracing of key results, and they will help identify UNICEF position in the architecture supporting the improvement of teacher development and accountability for learning outcomes. The triangulation and assessment of how and to what extent UNICEF contributes to results will guide these analyses. |
| Data quality and availability varies across country contexts, making comparative cross-country analyses challenging. | A mixed-method design and adaptable utilization of different analytical and methodological approaches, based on data availability, will give the flexibility to assess the quality and comparability of these databases. The sample selection of countries for in-depth analyses will be guided by these criteria. |
| Evaluation fatigue, making key stakeholders reluctant to participate in interviews and data collection processes. | Clear conversations on the evaluation uses as well as early coordination with regional offices to find possible areas for coordination and collaboration with similar exercises is key. The use of webinars and bilateral meetings with country offices working on similar evaluative or research exercises will reduce the risk of fatigue and duplication of efforts. Any primary data collection efforts will be optimized and well-planned with support from the country offices and regional offices. Regular engagement will be used to validate and to identify any evidence gaps that were not previously discovered through existing data or documentation reviews. |

5.4 Ethical Considerations

This evaluation will be conducted in accordance with UNICEF’s Procedure on Ethical Standards in Research, Evaluation, Data Collection and Analysis; UNEG’s Ethical Guidelines for Evaluations; UNEG’s Code of Conduct for Evaluations in the UN System, and UNEG’s Guidance on Human Rights and Gender Equality in Evaluation. Team members are expected to identify anticipated ethical issues throughout the evaluation project as well as the measures and methods adopted to mitigate them. Team members must undergo training prior to the start of the evaluation, on ethical guidelines for evaluation and conduct, as well as on protection from sexual exploitation and abuse. All team members must sign individual statements and commitments on ethical standards for evaluations. Consistent with these norms, standards and guidance, the evaluation process will ensure:

- **Respect for rights of individuals and institutions:** The evaluation team will accord informants the opportunity to participate voluntarily while maintaining their anonymity, and to make an independent decision to participate without pressure or fear of penalty (informed consent/assent). Also, interviewers will assure respondents that information is confidential, and that reports are written such that responses/contributions cannot be traced back to them. Interview notes and any recordings will be accessible to the team members only.
- **Respect for cultural identities and sensitivities:** Variances in ethnicities, culture, religious beliefs, gender, disability, age will be respected. As a result, evaluation processes will be mindful of cultural settings, developmental status and evolving capacities, ages of children and other stakeholders, and the needs of the respondents and rights-holders that programmes are supposed to serve.
- **Professional responsibilities and obligations of evaluators:** The evaluation team will exercise independent judgement and operate in an impartial and unbiased manner. During data collection, any sensitive issues and concerns will be addressed through the appropriate mechanisms and referral pathways. A protection protocol will be in place for each setting where data collection involves children and community members.

Per Evaluation Office standard procedures, the evaluation design and tools will undergo ethical review during the inception phase. Ethical approval will be sought from the UNICEF-mandated Institutional Review Board prior to implementation. The evaluation team will be responsible for obtaining any country-level required ethical approvals.

5.5 Confidentiality and Security Protocols

Evaluation team members will be granted access to internal data, sensitive documentation, and key informants’ sensitive perspectives, all of which must be treated and safeguarded with utmost confidentiality. Security protocols are crucial to establish trust and confidence with key informants, ensuring their willingness to share honest and, in some cases, negative or critical reflections. Evaluation team members will be required to sign the non-disclosure agreement (NDA) and adhere to UNICEF data security protocols to ensure the protection of sensitive data. All consultants must complete training on Ethics and Integrity at UNICEF and other data security trainings.

6 Evaluation Questions

Table 6 presents the preliminary evaluation question and corresponding sub-questions aligned with the overarching objectives of the evaluation³⁹. These evaluation questions are subject to revision and improvement during the inception phase, pending discussion with the Evaluation Office evaluation manager and feedback from the reference group. The Evaluation Office is responsible for approving any proposed changes. The programme principles of child rights, equity, inclusion, intersectorality, contextualization, and results-based-management must guide the analyses.

³⁹ Organization for Economic Cooperation and Development, Evaluation criteria, 2022.

Table 6: Evaluation questions

| Objective 1 To improve the efficiency, effectiveness, coherence, relevance, and sustainability of the organization's efforts around teacher development and accountability for learning outcomes for all children, focusing on the three priority clusters: (i) teacher supply, (ii) teacher capabilities and qualifications, and (iii) teacher accountability for learning outcomes. | |
|--|---|
| Evaluation Question. To what extent and in what ways has UNICEF work around the three teacher development priority clusters (teacher supply, teacher capabilities and qualifications, teacher accountability for learning outcomes) been efficient, effective, coherent, relevant, and sustainable for all children with different skills levels and learning needs as well as diverse learning conditions? Have these efforts been informed by robust analyses of relevant and disaggregated evidence? Are they guided by the programme principles of child rights, gender equity, disability inclusion, intersectoral coordination and collaboration, contextualization, results-based-management? | |
| Evaluation criteria | Evaluation sub-questions |
| Efficiency: The organization efficiently utilizes programmatic approaches (system strengthening, data and evidence, innovations, communication and advocacy, community engagement, and service delivery) and enabling inputs (i.e., financial resources, partnerships, human resources) to achieve results around teacher development priority clusters and to improve results for all children. | To what extent and in what ways has the organization made efficient use of its programmatic approaches and enabling inputs, in the priority cluster groups of teacher supply, teacher capabilities and qualifications, teacher accountability for learning outcomes, to support all children with different skills levels and learning needs and diverse learning conditions? To what extent and in what ways have other factors and enablers (internal and external) affected the efficiency of the work around these priorities? To what extent and in what ways have these efforts been informed by robust analyses of relevant and disaggregated evidence? To what extent and in what ways was this work based on the programmatic principles of gender equity, disability inclusion, intersectoral coordination and collaboration, contextualization, and results-based-management? |
| Effectiveness: UNICEF achieving its targeted results around teacher development priorities clusters and to improve results for all children. | To what extent and in what ways has UNICEF achieved its expected results around improving teacher development and accountability for learning outcomes around the priority cluster groups of teacher supply, teacher capabilities and qualifications, teacher accountability for learning outcomes, to support all children with different skills levels and learning needs and diverse learning conditions? To what extent and in what ways has the organization's efforts contributed to any unintended results? To what extent and in what ways have these efforts been informed by robust analyses of relevant and disaggregated evidence? To what extent and in what ways was this work based on the programmatic principles of gender equity, disability inclusion, intersectoral coordination and collaboration, contextualization, and results-based-management? |
| Internal Coherence: The organization's teacher development efforts are coherent with UNICEF education strategies as well as its teacher development priority clusters, and to improve results for all children. | To what extent and in what ways have UNICEF efforts to improving teacher development and accountability for learning outcomes been coherent with the organization's education strategy and teacher development priority clusters of teacher supply, teacher capabilities and qualifications, and teacher accountability for learning outcomes, to support all children with different skills levels and learning needs and diverse learning conditions? To what extent and in what ways have these efforts been coherent across all levels of the organization? To what extent and in what ways have these efforts been informed by robust analyses of relevant and disaggregated evidence? To what extent and in what ways was this work based on the programmatic principles of gender equity, disability inclusion, intersectoral coordination and collaboration, contextualization, and results-based-management? |
| Intra-Country Coherence: The organization's efforts around its teacher development and accountability for learning outcomes are coherently aligned with other UN agencies' and development partners' teacher development priority cluster interventions, and to accelerate and scale up results for all children. | To what extent and in what ways have UNICEF efforts to improving teacher development and accountability for learning outcomes been coherently aligned with other UN agencies and development partners, across the priority clusters of teacher supply, teacher capabilities and qualifications, and teacher accountability for learning outcomes, to accelerate and scale up results for all children with different skills levels and learning needs and diverse learning conditions? To what extent and in what ways have these efforts been coherent across all levels of the organization? To what extent and in what ways have these efforts been informed by robust analyses of relevant and disaggregated evidence? To what extent and in what ways was this work based on the programmatic principles of gender equity, disability inclusion, intersectoral coordination and collaboration, contextualization, and results-based-management? |

| Evaluation criteria | Evaluation sub-questions |
|--|---|
| <p>Relevance: The organization's efforts around its teacher development cluster priorities align with national priorities, national policies, and meet the specific needs of all children.</p> | <p>To what extent and in what ways has UNICEF work to improve teacher development and accountability for learning outcomes aligned with national priorities and national needs around the priority clusters of teacher supply, teacher capabilities and qualifications, and teacher accountability for learning outcomes?</p> <p>To what extent and in what ways has UNICEF work to improve teacher development and accountability for learning outcomes met (or not) the needs of all children with different skills levels and learning needs and diverse learning conditions?</p> <p>To what extent and in what ways have these efforts been informed by robust analyses of relevant and disaggregated evidence? To what extent and in what ways was this work based on the programmatic principles of gender equity, disability inclusion, intersectoral coordination and collaboration, contextualization, and results-based-management?</p> |
| <p>Sustainability: The organization's efforts around its teacher development priority clusters lead to sustainable policies and national resource allocations to improve results for all children.</p> | <p>To what extent and in what ways have UNICEF efforts to improve teacher development and accountability for learning outcomes influenced national priorities, national policies, and funding allocations around teacher supply, teacher capabilities and qualifications, and teacher accountability for learning outcomes, to sustainably improve results for all children with different skills levels and learning needs and diverse learning conditions?</p> <p>To what extent and in what ways have these efforts been informed by robust analyses of relevant and disaggregated evidence? To what extent and in what ways was this work based on the programmatic principles of gender equity, disability inclusion, intersectoral coordination and collaboration, contextualization, and results-based-management?</p> |
| <p>Objective 2: To identify, assess, and disseminate good practices and policy lessons around specific thematic components of teacher development and learning outcomes.</p> | |
| Deliverable | Thematic area of focus |
| <p>Good Practice Note</p> | <p>The identification and selection of the thematic area of focus for the good practice note will be based on specific programmes components or initiatives that have been proven to be cost-effective, that could be replicated, or scaled up. The sample-selection of countries and regional offices for in-person data collection will be guided by their relevance to inform this good practice note. The note should be five (5) pages or shorter.</p> |
| <p>Policy Lessons Learned Brief</p> | <p>The identification and selection of the thematic area of focus for the policy lessons learned note will address current or emerging issues of relevance to UNICEF, and it will be guided by the analyses from the global evaluation, in-depth findings, quantitative data availability, and possible areas of action for decision makers, including programme staff and government counterparts. The brief should be five (5) pages or shorter.</p> |

7 Evaluation Workplan and Deliverables

The expected timeline for the evaluation is nine (9) months from July 2024 to March 2025. All team members are expected to have a dedicated schedule during this period. The division of labour among team members will be reviewed and clearly defined during the inception phase, led by the team leader. The scheduling of deliverables, regular meetings with the Evaluation Office evaluation manager, meetings with the reference group, and validation workshops will be finalized during the inception phase. The proposed evaluation phases, activities, deliverables, and timeline are described in table 7.

Table 7: Workplan, tasks, deliverables, timeline

| Evaluation Phase and Activities | Key Deliverables |
|--|---|
| <p>Inception Phase: July-September 2024 (12 weeks)</p> <ol style="list-style-type: none"> 1. Regular debriefing and planning meetings with Evaluation Office evaluation manager. 2. Gather, compile, and analyse the first set of relevant internal and external documents, quantitative databases. 3. Refine evaluation approach, evaluation questions, and list of key stakeholders, focusing on evaluation use. 4. Initial engagement with selected key informants for consultations, to refine evaluation questions and evaluation use. 5. Develop data collection instruments for the evaluation, and pilot test data collection instrument. 6. Submit Ethics Review. 7. Develop evidence matrix structure. Confirmation of plan for secure repository to store matrix, to ensure confidentiality. 8. Draft inception report sent to Evaluation Office for comments. 9. Review draft inception report, addressing Evaluation Office comments with responses. 10. Evaluation Office to quality assure draft inception report. 11. Draft inception report sent to reference group for comments. 12. Review draft inception report, addressing reference group comments with responses. 13. Meeting with reference group to present evaluation approach, validate evaluation questions, areas of focus for the complementary in-depth products (including selection of country office and regional office for missions), and revised evaluation timeline. 14. Final inception report, Evaluation Office evaluation manager to quality assure and process for clearance. | <p>Inception Report</p> |
| <p>Data Collection and Data Analysis Phase: October 2024 -January 2025 (12 weeks)</p> <ol style="list-style-type: none"> 15. Regular debriefings and planning meetings with Evaluation Office evaluation manager. 16. Compilation and review of additional documents and data, including those for in-depth analyses. 17. Data collection tools finalized (for individual interviews and focus group discussions). 18. Plan and conduct key informant interviews (remote) with UNICEF staff (HQ, regional office, country office levels), government partners, implementing partners, UN agency partners. 19. Plan and schedule country office in-person missions for in-depth analyses. Conduct in-person primary data collection (interviews, focus groups, observation) and debriefing presentations with country office teams. Interviews will include, but not limited to, UNICEF staff (HQ, regional office, country office levels), government partners, implementing partners, UN agency partners, and other relevant stakeholders. Teacher focus group discussions should be considered as part of the data collection design. 20. Populate and code evidence matrix with relevant data, sources of relevant data, evaluation evidence, and evidence quality rating. Findings and conclusion must logically derive from evidence analyses. 21. Meeting with reference group to present the emerging findings and lessons learned for discussion and further factual validation. | <p>Final evidence matrix</p> <p>Presentation of emerging findings and lessons learned to reference group</p> |
| <p>Reporting Phase: January 2025 – March 2025 (10 weeks)</p> <ol style="list-style-type: none"> 22. Regular debriefings and planning meetings with Evaluation Office evaluation manager 23. Finalize draft global evaluation report and complementary in-depth products (policy brief and good practice note). 24. Draft of global evaluation report sent to Evaluation Office for comments. 25. Revise draft global evaluation report, addressing Evaluation Office comments with responses. Evaluation Office to quality assure final draft report. 26. Final draft of global evaluation report sent to reference group for comments. 27. Revise global evaluation report, addressing reference group comments with responses. 28. Meeting with reference group for validation workshop to present findings, conclusions, and to co-edit evaluation recommendations. 29. Draft policy brief and good practice note sent to Evaluation Office. 30. Revise draft policy brief and good practice note, addressing Evaluation Office comments. Evaluation Office to quality assure products. 31. Final global evaluation report, policy brief, and good practice note. Evaluation Office to quality assure all deliverables. <p>Dissemination Phase</p> <ol style="list-style-type: none"> 32. Participation of the evaluation team in activities during the dissemination phase, after the evaluation has been completed, is highly encouraged. | <p>Draft global evaluation report</p> <p>Draft policy brief and good practice note.</p> <p>Presentation of findings, conclusions, and recommendations</p> <p>Global evaluation report</p> <p>Policy brief and good practice note.</p> |

8 Payment Schedule

Table 8 presents the payment schedule by paid deliverable. Payments will be made on presentation of final deliverables once quality assurance is satisfactory and the Evaluation Office grants approval.

Table 8: Payment schedule, by deliverable

| Deliverable | Deliverable Description | Timing | Percentage |
|---------------|---|----------------|-------------|
| Deliverable 1 | Inception report. | September 2024 | 30 per cent |
| Deliverable 2 | Data collection, evidence matrix. | January 2025 | 20 per cent |
| Deliverable 3 | Final draft global evaluation report. | February 2025 | 20 per cent |
| Deliverable 4 | Global evaluation report, policy brief, and good practice note. | March 2025 | 30 per cent |

9 Management and Governance Arrangements

8.1 Roles of Evaluation Office: Evaluation Manager and Director of Evaluation

The Evaluation Office evaluation manager will supervise and provide guidance on the conceptual aspects of the evaluation in close collaboration with the evaluation team leader, specifically focusing on the evaluation approach and methodology as well as the strategic use of the evaluation. The Evaluation Office evaluation manager will approve all deliverables to ensure compliance with UNEG and Global Evaluation Report Oversight System (GEROS) standards, and UNICEF style book guidelines. Once the final quality assurance of all products is completed, all deliverables must be cleared and approved by the UNICEF Director of Evaluation. The responsibilities of the Evaluation Office include:

- Providing oversight and guidance to the evaluation team on UNICEF requirements and UNEG standards for evaluative work
- Ensuring the independence of the overall evaluation process, by independently managing, supervising, coordinating communication, and overseeing the quality assurance of all evaluation deliverables and activities. This includes active participation in discussions with the evaluation team, engagement with key stakeholders, and participating in data collection. The Evaluation Office evaluation manager is responsible for maintaining transparency in the evaluation process and directly ensuring the independence, quality, and approval of all deliverables.
- Overseeing and enforcing the adherence to ethical conduct, both in evidence generation and overall conduct of all team members of the evaluation. The Evaluation Office evaluation manager is responsible for these tasks.
- Serving as the liaison between the evaluation team and relevant country office, regional office, and HQ stakeholders, as well as the reference group. The Evaluation Office evaluation manager is responsible for providing periodic updates on the evaluation progress to the reference group.
- Preparing publication-ready versions of the reports for issuing by the UNICEF Director of Evaluation. All final documents must go through final approval and be cleared by the UNICEF Director of Evaluation.

8.2 Roles of Reference Group Members

The Evaluation Office evaluation manager, in consultation with the primary users of the evaluation, will appoint the reference group to provide expert advice to the evaluation manager. The responsibilities of the reference group members include:

- Reviewing and providing written comments on all draft reports, including the inception report and global report. Comments should be focused on fact checking, missing information, and inaccurate interpretation of evidence.
- Advising on the use of the evaluation, refining evaluation questions, validating thematic areas for in-depth analyses, providing relevant documentation and data sources to be included in the analyses, verifying factual errors, and providing institutional knowledge as key informants.
- Participating in the inception phase meeting to advise the evaluation manager on utilization, timelines, key thematic areas of focus, and country selection for in-depth analyses.
- Participating in the validation workshop to discuss of emerging evaluation findings, conclusions, and recommendations.

10 Evaluation Consultants: Responsibilities and Qualifications

The evaluation team will be composed of three (3) external consultants: one team leader and two team members. The team members should hold complementary and combined thematic and geographic expertise, strong quantitative data processing skills, and proven experience in mixed-method evaluations. The team should commit to the proposed timeline and have confirmed ability to travel for data collection missions. Thematic expertise in the areas of teacher development and accountability for learning outcomes is a requirement. Knowledge of UNICEF organizational structure, strategic priorities guiding education sector work, programming approaches, input enablers, and programme principles is a clear advantage.

9.1. Team Leader

Expected responsibilities.

- Provide overall thematic expertise and technical direction for the evaluation, being directly accountable to the Evaluation Office evaluation manager for the quality and timely submission of all deliverables described in the ToR.
- Overall responsibility for project management of the evaluation process, including:
 - Supervising and ensuring the correct direction of the evaluation process, clearly defining each team member's responsibilities, contributing roles, and addressing any challenges with duty of care.
 - Agreeing with evaluation team members and Evaluation Office evaluation manager on the work plan schedule and specific deadlines for completion of tasks.
 - Communicating delays to the agreed schedule with Evaluation Office evaluation manager promptly.
 - Consulting with evaluation team members and Evaluation Office evaluation manager on actions to mitigate risks or issues that could jeopardize the timely completion or quality of deliverables.
 - Participating in regular update meetings with the Evaluation Office evaluation manager.
 - Preparing presentations to engage with the reference group for consultations.
- Primary responsibility to deliver all reports and by-products described in the ToR. Ensure overall quality assurance before submission of deliverables completing the following activities:
 - Revising evaluation approaches, analytical plan, evaluation questions, and assuring alignment with the overall purpose of accountability and learning, in consultation with the evaluation team and Evaluation Office evaluation manager.
 - Conducting or supervising all primary data collection efforts, including drafting and pilot testing the data collection tools, designing and populating the evidence matrix, identifying, and promptly communicating information gaps, and supervising triangulation and validation analyses.
 - Completing the required ethical clearance procedures for primary data collection.
 - Ensuring that evaluation analyses are gender responsive, disability inclusive, and contextualization approaches are utilized, particularly accounting for humanitarian, peacebuilding, and other social and political contexts.
 - Leading the production, consolidation, and copy-editing of all evaluation deliverables (inception, global evaluation report, sub-products) in alignment with UNEG reporting guidance, quality assuring all deliverables, and ensuring that attention to GEROs guidance is given.
 - Leading the production of presentation slides for all meetings with the reference group, including inception phase presentation, emerging findings and conclusions, and draft recommendations to be presented to the reference group during the validation workshops.

Key qualifications

- Minimum of ten years of professional experience in evaluation exercises, with evidence of thematic expertise in the areas of teacher development and learning outcomes.
- Expert knowledge of good practices and innovative initiatives, programme, and national policies supporting system strengthening around teacher development and learning outcomes.
- Advanced degree (Ph.D. preferably) in a relevant field of social sciences, with an advantage for degrees or major emphases in education public policy, economics, evaluation, or related evidence fields.
- Expertise with mixed-method data collection and analyses, with proven experience in quantitative survey design, advanced statistical analyses, and cost-benefit/value-for-money analyses. Expertise in qualitative approaches including semi-structured interviews; focus group discussions; and observational methods.
- Proven experience utilizing gender responsive, disability inclusive, and contextualization approaches for evaluation. Experience working in humanitarian, peacebuilding, and emergency contexts is a clear advantage.
- Proven experience leading corporate evaluations of UNICEF education programmes and strategies.

- Demonstrated ability to supervise an evaluation team at the talent and experience level required.
- Excellent written and oral communication skills in English. Fluency in other UN official languages represents a strong advantage.
- Ability to travel for data collection missions is required.

9.2. Team members

Expected responsibilities.

- Provide overall support to the team leader to ensure timely completion of all tasks, timely submission of all deliverables, and produce high quality deliverables, as defined in the agreed work plan schedule.
- Give expert thematic and technical support to the team leader providing substantive feedback on thematic and data analyses.
- Make substantive contributions to improve the data collection, data processing, and analyses processes, including supporting the population of the evidence matrix.
- Support the team leader with primary data collection (e.g., key informant interviews, focus group, survey design, observational), data processing, analyses, and reporting as agreed with the team leader and Evaluation Office evaluation manager, based on each team members' technical skills, thematic expertise, and geographic experience.
- Lead components of the quantitative secondary data analyses using advanced statistical methods and visualization techniques, including taking responsibility for one good practice note and one policy brief production.

Key qualification

- Minimum of five years of professional experience in evaluations exercises.
- Advanced degree (master's or higher) in economics, education public policy, evaluation, or relevant field of social sciences
- Thematic expertise in the areas of teacher development, including teacher supply, capacity building, quality and composition, deployment, work conditions, and absenteeism as well as learning outcomes, particularly on foundational learning, transferable skills, and skills for work or livelihoods.
- Experience with mixed-method data collection and analysis, including survey design; advanced statistical analysis; cost-benefit/value-for-money analysis; as well as qualitative approaches including semi-structured interviews; focus group discussions; and observational methods.
- Proven experience utilizing gender responsive, disability inclusive, and contextualization approaches for evaluation. Experience working in humanitarian, peacebuilding, and emergency context is an advantage.
- Expertise working with machine learning tools (for data mining and sentiment analyses), advanced statistical analyses, and visualization tools such as Power BI-Excel, STATA, R, Python, or Tableau.
- Experience with evaluation exercises within the UN system is an advantage.
- Ability to independently support or lead one or more elements of the evaluation, complementing the strengths of the team leader (technical, thematic, and geographic expertise).

11 How to Apply

Consultants who wish to submit applications as individual contributors for a specific role must clearly indicate in their application the position they wish to apply for. Interested parties are encouraged to submit applications as teams.

All interested parties, whether applying as a part of a team or as individual contributors, should submit a letter of interest and resume(s), as well as examples of relevant evaluation reports or study reports, clarifying their role and contribution to the evaluation. For those applying as teams, **ALL TEAM MEMBERS MUST APPLY SEPARATELY** for the specific advertisement that relate to their role. In addition, all team members must indicate in their cover letters if they are part of a specific team, including the names of other team members.

Applicants seeking to be considered for the team leader role are encouraged to provide a small description of demonstrated experience in the following areas:

- Project management plans and division of labour among team members (must list names of other team members, if applying as team).
- Clear understanding of the expected activities described in the ToR, particularly within UNICEF context.

- Propose and justify the most appropriate evaluation approach and method to answer the evaluation questions described in the ToR.
- Risk management, describing issues and how to mitigate them.

All applicants must submit a work plan proposal, as per table 9:

Table 9: Consultant Workplan

| Deliverables | Number of days | Daily fee | Total fees |
|--|----------------|-----------|------------|
| Deliverable 1: Inception report | | | |
| Deliverable 2: Data collection, final evidence matrix | | | |
| Deliverable 4: Final draft of global evaluation report | | | |
| Deliverable 5: Final global evaluation report, policy brief, good practice note. | | | |

Travel missions and in-person meetings, accommodation, and incidental expenses will be planned with, discussed, agreed, and approved by the Evaluation Office evaluation manager, and covered directly by the UNICEF Evaluation Office.