

Terms of Reference: Country Programme Evaluations for UNICEF Belize, Eastern Caribbean, Guyana and Suriname, and Jamaica

1. Basic information

Title	2025-2026 Country Programme Evaluations for UNICEF Belize, Eastern Caribbean, Guyana and Suriname, and Jamaica
Managing Office	Latin America and Caribbean Regional Office
Type	Institutional Contract
Location of assignment	Remote with travel as required
Duration of contract	17 March 2025 – 20 February 2026, 12 months
Supervising Unit/person	Latin America and Caribbean Regional Office, Evaluation Section
Duration of the call for proposals	03 February 2025 – 02 March 2025

2. Introduction

Country Programme Evaluations (CPEs) in UNICEF play a key role in identifying lessons which can inform the design of the next Country Programme or adjustments to ongoing programming and identify opportunities to improve UNICEF's performance.¹ The CPEs assess (i) the contribution of the Programme of Cooperation to national development results; (ii) UNICEF's contribution to advancing the Sustainable Development Goals (SDGs) through the United Nations Multi-country Sustainable Development Cooperation Framework (MSDCF) results;² and (iii) UNICEF's strategic positioning in relation to its child rights mandate.

Being strategic evaluations, CPEs are mostly used to inform the direction of UNICEF Country Programmes which are outlined in the Country Programme Documents (CPD) that are designed and planned every five years, on average. At national level, CPEs may also inform the MSDCF planning and evaluation processes, and at regional and global levels, multi-country evaluations, syntheses and strategic evaluations undertaken to assess and/or document UNICEF's performance, management decisions and policy and programme development. CPEs in UNICEF align with the 2023 UNICEF Evaluation Policy requirement that CPEs be conducted for CPDs at least once every two programme cycles, or once per programme cycle if monitoring information or audit point to a significant shift in the programme context or a significant increase in the level of risk. To guard independence, the Latin America and Caribbean Regional Office (LACRO) assumes the lead responsibility in managing the CPEs with support and facilitation by UNICEF country and multi-country throughout the process.

The scope and focus CPEs aims to ensure that these evaluations provide the necessary evidence base to inform the development of future CPDs. Their primary focus is on relevance, effectiveness, and strategic positioning of UNICEF in delivering results for children within the organization's mandate of protecting and fulfilling child rights. The approach to streamline the conduct of multiple CPEs by one firm aims to achieve important economies of scale in the contracting, design, and execution of the four evaluations that will run in parallel. With these Terms of Reference (TORs), UNICEF is commissioning CPEs for the following four programmes: (1) Belize, (2) Eastern Caribbean Area, (3) Guyana and Suriname, and (4) Jamaica. Each Country Programme will have a separate evaluation report carried out by one firm.³

3. Object of the evaluations and their context

3.1. Object of the evaluation

¹ UNICEF (2020) Planning and Managing Country Programme Evaluations, Technical Guidance.

² The four UNICEF offices in the scope of this TOR fall under the same framework of the MSDCF for the English and Dutch-speaking Caribbean covering the period of 2022-2026.

³ See section 7 for instructions on bidding for firms.

The object of the evaluations will be the design and implementation of each Country Programme of the relevant UNICEF offices,⁴ including emergency programming, in the selected countries for a period of at least four years (2022-2025) to ensure that outcome-level results are captured in the countries covered. UNICEF Country Programmes articulate the organization's strategic contribution to national efforts towards the realization of the rights of every child, especially the most disadvantaged or vulnerable, and the achievement of the 2030 Agenda for Sustainable Development in a specific country.⁵ They reflect the long-term vision of UNICEF to reach results at scale. Country Programmes are implemented through change strategies (see 4.3 Scope and as outlined in the UNICEF Strategic Plan and adapted by offices), which adapt over time to meet the target population's needs.

The objective of Country Programmes is to accelerate progress towards the realization of the rights of all children guided by the principles and standards set out in the Convention on Rights of the Child, the Convention on Eliminations of all Forms of Discrimination Against Women, the Convention on the Rights of Persons with Disabilities, and reflecting a human rights-based approach. The primary documents that frame the Country Programme are the CPD and the Country Programme Management Plan (CPMP)⁶ both of which are expected to align with the MSDCF, key national policy and strategic documents, and UNICEF Strategic Plan. CPDs are available on the website dedicated to documentation of the UNICEF Executive Board, and includes the context, priorities, results framework and indicative budgets.⁷ CPDs are approved by the UNICEF Executive Board following a planning process based on evidence synthesis, prioritization, exploration and explanation of how change is expected to take place.⁸

Given that CPDs are developed together with the host governments of the countries and other partners, there are many stakeholders involved in the implementation of the Country Programmes. While governments have primary responsibility for the administration of national development policy, programmes and processes, civil society plays an essential role, particularly in implementation and advocacy for public policy change. Other partners may be the business sector, media, and knowledge partners such as universities and think tanks.⁹ Children as primary rights holders are at the center of the programmes, based on comprehensive analysis of child rights, programmatic prioritization of key child rights deprivations and their bottlenecks, their involvement in design and implementation of the programme, and accountability to affected populations.

This evaluation contract will cover evaluations of four UNICEF Country Programmes. Two offices — Eastern Caribbean Area (ECA)¹⁰ and Guyana & Suriname — are multi-country programmes covering more than one country and/or territory. Each programme cycle period of the four programmes covers the 2022-2026 period with the new CPD to be presented for approval by the UNICEF Executive Board in February 2027. Accordingly, the CPEs as part of this evaluation contract must be finalized by January 2026 to provide strategic inputs into the next CPD's development process.

The total indicative budget of Country Programmes is included below in Figure 1 and Annex 10.1 by thematic area. Other than ECA, most of the Country Programme financing is planned to be mobilized through other regular resources.¹¹ Most Country Programmes support activities across the five goal areas

⁴ Reference in these TOR to "Country Programme" and "Country Programme Document" or "CPD" encompasses the "Multi-Country Programme" and "Multi-Country Programme Document" or "MCPD" of UNICEF offices such as ECA.

⁵ UNICEF (2022) Procedure on Country Programme; UNICEF (2022) Country Programme Planning, Guidance to achieve SDGs by 2030.

⁶ The CPMP articulates the country office's management strategies, structure and resource requirements to achieve planned results.

⁷ <https://www.unicef.org/executiveboard/country-programme-documents>

⁸ New country programme planning guidance was introduced in 2022, which includes the development of a theory of change and recommends the drafting of explanatory notes that explain the rationale for the programmatic choices made and the vision for change.

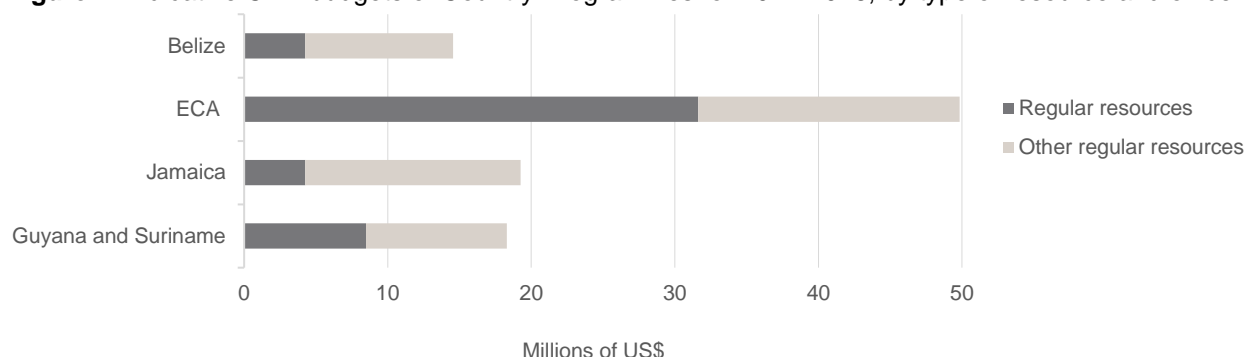
⁹ See UNICEF (2023) UNICEF Programme Implementation Handbook.

¹⁰ The UNICEF Office for the Eastern Caribbean Area geographically covers eight independent states: Antigua and Barbuda, Barbados, the Commonwealth of Dominica, Grenada, St. Kitts and Nevis, Saint Lucia, St. Vincent and the Grenadines and Trinidad and Tobago.

¹¹ Regular resources are unrestricted funding allocated to the country programme by UNICEF Headquarters. Other regular resources are non-emergency funding contributions by UNICEF donors for specific purposes, such as specific programmes.

of the UNICEF Strategic Plan, although not all countries have a WASH component¹² or health component¹³ as part of their regular programme. Across the four Country Programmes, education and child protection programming are the most significant components. Given that the Caribbean region is prone to climate related risks, both ECA and Jamaica CPDs have specific programme components focused on climate action and resilience, while other countries have integrated it in cross-sectoral components.

Figure 1. Indicative CPD budgets of Country Programmes for 2022-2026, by type of resource and office



Source: CPDs of the four country programmes, 2022-2026

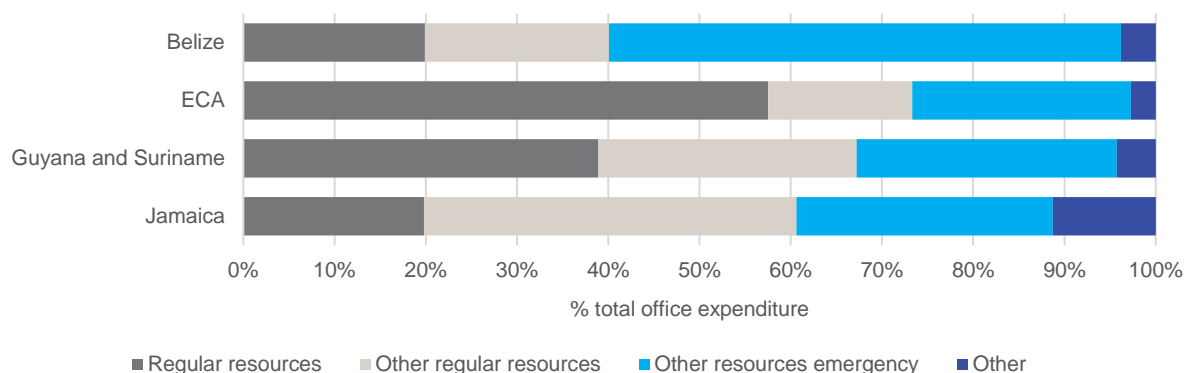
UNICEF offices implement advocacy activities to influence key stakeholders to support Member States to fulfil their commitments towards the rights of children. In some cases, they also implement together with their government demonstrative models that can be brought to scale by the State. Most of the policy influencing is done at the centralized level, however, several interventions are implemented with special focus on some of the geographical areas and demographic groups which will vary from country to country.

Besides regular programming presented in the CPDs, UNICEF responds to emergencies in line with its Core Commitments for Children in Humanitarian Action (CCCs). Since 2022, the four UNICEF offices have responded to emergencies related to migration and disaster (e.g., hurricanes and flooding). Additional resources for emergency response are mobilized through Humanitarian Action for Children (HAC) appeals and add to the budgets planned for in the CPDs. As shown in Figure 2, such emergency resources represent a considerable proportion of office expenditure. Emergency activities are increasingly integrated in CPDs, particularly to support preparedness, disaster risk reduction, adaptation and resilience following a humanitarian-development-peace nexus approach. As shown in Figure 3, total execution in the first three years of CPD implementation between 2022-2024 across these budget categories ranged between US\$ 11.7 and US\$ 35.2 million across the four offices.

¹² The Belize CPD integrates WASH in its education and health/nutrition programming. The ECA and Jamaica CPDs focus on climate change and resilience instead of WASH programming.

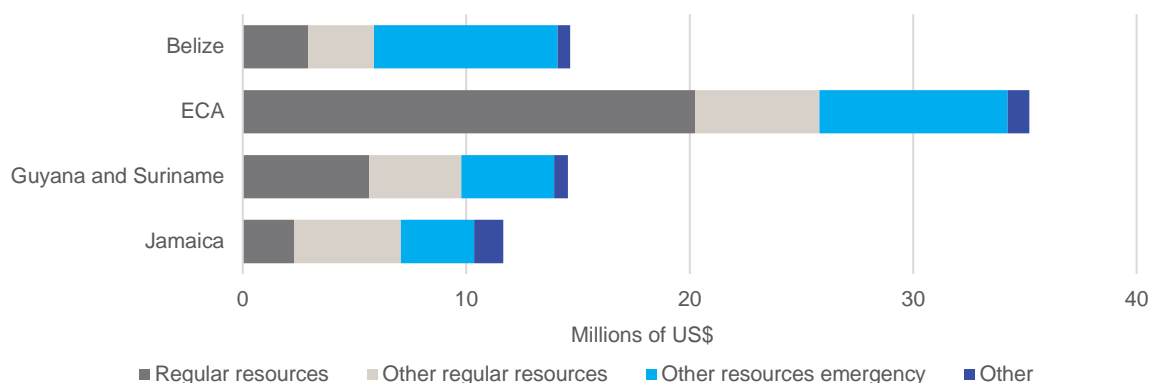
¹³ The ECA CPD has integrated health and nutrition, including mental health, in their education programming and in health emergency actions.

Figure 2. Percentage of expenditure for 2022-2024, by funding source and office



Source: UNICEF Insight (updated 23 Jan 2025)

Figure 3. Total expenditure over 2022-2024, by funding source and office



Source: UNICEF Insight (updated 23 Jan 2025)

3.2. Context

Annex 1 provides a short description of the programme context regarding priority results areas, stakeholder engagement, and change strategies. Programmatic reviews (e.g., Strategic Moment of Reflection, Mid-Term Reviews, etc.) have been conducted for the ECA (January-February 2024), Belize (May 2024) and Jamaica (Sept 2024). These internal exercises aim to support adaptive programming and contribute to refined theories of change (TOCs) based on emerging evidence, changes in context, and progress toward results thus far. Such reviews should be considered an input to the CPE and the revised TOCs should be utilized in the assessment of the country programme. The CPEs will benefit from, and are intended to complement, the analysis of [Gender Programmatic Reviews](#) (GPRs). The GPR process helps COs identify strategic areas to introduce new and/or strengthen existing gender-responsive programming and provides programme- and operational- related recommendations for the CO to implement. Country programmes undergoing such GPRs will be identified.

4. Purpose, objectives, scope, and use

4.1. Rationale, purpose, and use

CPEs provide an integral source for learning and accountability in the Country Programme cycle. Accordingly, the common purposes of the CPEs are to:

- Strengthen accountability of UNICEF to national stakeholders by providing an independent assessment of how selected strategies and UNICEF's positioning have contributed to the results for

- children by specified outcome areas, especially for the most vulnerable;
- Inform programme design and support managerial decision-taking at country office level in preparation of the next the country programme;
- Foster organizational learning about what works and does not work, especially in areas where the country programme has taken a leadership position within the country context setting and needs of the most vulnerable.

The immediate use of the evidence and recommendations from the evaluations will inform the design and operationalization of the four new CPDs. The development process for the next cycle of CPDs is estimated to begin in January 2026, approximately one year before they are submitted to the UNICEF Executive Board in February 2027.¹⁴ The CPD development generally starts with an explanatory note or programme strategy note that reviews existing evidence and data pertaining to vulnerable children and young people in the country, as well as lessons and feedback from Country Programme implementation. Accordingly, the CPE is a critical input into this process.

As indicated in Table 1, primary users of CPEs include the four UNICEF offices under evaluation and LACRO as the organizational unit providing oversight and technical assistance in the CPD design process. Therefore, the evaluation findings and recommendations must be available to feed into this reflection process. The evaluation may be used by other external primary stakeholders that have a direct stake in the evaluation because of their involvement in the implementation of the Country Programme or programmatic frameworks, plans or strategies towards which the Country Programme contributes. The CPE provides an accountability function towards these stakeholders and can inform their inputs in the design of the new country programme. Furthermore, the CPE may offer relevant lessons and good practices for their work. This may also be the case for secondary stakeholders, such as right holders and duty bearers who benefit from the contributions of the CP and organizations with which UNICEF does not have any formal partnership. Annex 1 presents an overview of the different stakeholders of the selected country programmes.

Table 1. CPE users and dimensions of potential use

Users	Dimensions of potential use*
Primary users	
UNICEF Belize, ECA, Jamaica, and Guyana/Suriname	Inform the development of strategies, prioritization, stakeholder engagement, and other areas of the new CPD; document lessons on implementation of the Country Programme for strengthening programming and management; provide a mechanism for accountability to affected populations and partners on results achieved.
National and sub-national Government	Access information on the progress of results towards relevant Government policies and programmes for the realization of child's rights; strengthen partnerships and engagement with UNICEF in relevant areas; document lessons learnt and best practices that can inform future programming and upscaling.
Resident Coordinator Offices and partners of the United Nations Country Teams	Draw on lessons and good practices of UNICEF programming and interventions in the relevant country to inform the development of the next MSDCF. ¹⁵
Donors and implementing partners	Use of reliable and transparent information on the progress and scope of UNICEF results; understand the relevance, effectiveness, and coherence of joint work, where applicable.
Secondary users	

¹⁴ Some UNICEF offices may start the process earlier given complexities in the planning process and evaluation timing and sequencing will need to consider this. For example, UNICEF ECA needs to consult stakeholders across several countries, which may make the overall planning process more complex and the timeline longer.

¹⁵ Depending on the ultimate timing of the completion of CPEs and synthesis brief for this contract, this may also usefully inform the MSDCF evaluation.

UNICEF LACRO (programme teams and senior management)	Incorporate lessons learned to provide guidance on future strategies and programming in the region; ensure strong evidence-based approaches for planning UNICEF office intended impact; support regional oversight role for quality UNICEF office implementation.
Adolescents of relevant consultation mechanism and programme target populations	Empower target populations and other direct stakeholders of programmes with relevant information regarding UNICEF support; promote participatory mechanisms and accountability to affected populations in the evaluation and consequently in the future strategies or approaches of offices.

*Mapping is indicative; dimensions of potential use are not mutually exclusive

4.2. Objectives

The overall objective of the CPEs is to assess how well the Country Programmes — in terms of the application of strategies and implementation — have contributed to the achievement of UNICEF's strategic goals and outcomes as well as strategically positioned UNICEF within the country context and among national partners. Strategic positioning refers to UNICEF's ability, through its Country Programme, to positively influence national agendas, leverage relationships, operate in areas of comparative strengths, and take up a leadership role to advance its strategic goals and children's rights in the country and mandate. This means consulting key stakeholders working on programmatic outcomes and assessing UNICEF's ability to develop and implement adaptive programme strategies vis-à-vis its strategic position that are most appropriate in the country context to advance strategic goals and its mandate. An external assessment provides an opportunity to test, complement, and challenge UNICEF's internal reporting and perception, documented through such planning, monitoring and reporting processes as: Programme Review (PR); country inputs in the Results Assessment Module (RAM); Core Standard Indicators (CSI); and Country Office Annual Reports (ROARs).

Aligned with corporate policy requirements and twin purpose of accountability and learning, CPEs assess the relevance, coherence, and effectiveness achieved throughout implementation of the Country Programmes to identify good practices and draw lessons and forward-looking recommendations that can inform the following CPD preparation and planning process beginning in January 2026. The CPE has the following specific objectives:

- Assess the strategic relevance of the objectives, priorities, and strategies of the Country Programme, their internal and external coherence considering UNICEF's comparative advantages, and UNICEF's positioning with key stakeholders based on its ability to respond to national and sub-national needs.
- Assess the strategies adopted by the Country Programme with regards to outcome areas, and how well these have contributed to the achievement of expected results.
- Identify lessons from the CPD 2022-2026 to make the best use of UNICEF's change strategies in each country, this group of countries, and in the region, while considering current circumstances.

Drawing on this evidence, the CPEs will identify a set of forward-looking and actionable recommendations for the next programme cycle.¹⁶

4.3. Scope

Programmatic coverage: The evaluation will look at the Country Programme, including strategies to strengthen programme effectiveness¹⁷ and emergency programming. The CPE will analyze the strategic decisions, approaches, and priorities at the country level based on the context. This will allow strategic analysis and better align to the primary users of the evaluation. The CPE will not substitute thematic evaluations that the UNICEF office may be already planning. Evidence and recommendations about this strategic approach are of particular relevance for the strategic direction, management and positioning of the new CPDs and should complement Programme Reviews and existing evaluation evidence.

¹⁶ Considering the current circumstances and variables that keep changing overtime, the evaluation exercise will include recommendations that can be applicable in the uncertain and changing context towards the design and implementation of the next CPD.

¹⁷ Such strategies are generally programmatically structured under a Programme Effectiveness outcome.

Consideration for the most recent UNICEF's nine change strategies as per UNICEF Strategic Plan 2022-2025 should be given emphasis, including:¹⁸

1. Advocacy and communications
2. Community engagement, social and behaviour change
3. Data, research, evaluation, and knowledge management
4. Digital transformation
5. Gender-equality programming for transformative results
6. Innovation
7. Partnership and engagement: public and private
8. Risk-informed humanitarian and development nexus programming
9. System strengthening to leave no one behind

Temporal scope: The principal focus will be on the current country programme from 2022 to present. However, the analysis will include results pre-dating this period to the extent that it illuminates issues in the current programme and result areas. Specific periods may receive particular attention if they had a particular impact on programming (e.g., change in Government's highest leadership, impact of programming by neighbouring country crises, etc.). The final choice of the period to be evaluated will be defined during the inception phase depending on the focus areas that the office would choose to explore.

Geographic scope: The scope of the evaluation will be national, or multi-national in the case of the multi-country programmes, with potential focus on specific territories to examine specific interventions. Furthermore, primary data collection will require geographic sampling, but geographic scope of analysis will remain the entire country programme.

5. Evaluation framework

The evaluations are expected to assess Country Programmes against evaluation criteria and answer a set of questions to meet its purpose and objectives. The evaluation will focus on the [OECD-DAC evaluation criteria](#) of relevance, effectiveness, and coherence. Evaluation questions have been prioritized and structured according to these criteria. The evaluation questions are tentative and expected to be refined during the inception phase of the evaluation based on initial exploratory findings and careful consideration of which questions are most useful.¹⁹ Additionally, the cross-cutting criteria of equity, gender equality and human rights will also be examined. The evaluation questions will be addressed for each Country Programme individually. UNICEF offices can include additional sub-questions during the inception phase to respond to areas of specific strategic interest and align to programme areas to promote high utility of the CPE. Bidding evaluation firms should demonstrate their understanding of the criteria and evaluation questions in the technical proposal and can already propose/explain adjustments based on their understanding of the object, purpose and objectives of the evaluation. Table 2 presents the evaluation criteria and questions.

Table 2. Evaluation criteria and questions

Criteria	Questions
Relevance	<ol style="list-style-type: none"> 1. To what extent does the Country Programme in its design and implementation strategies adequately respond to and monitor critical child rights deprivations and their bottlenecks, and prioritizes those for which UNICEF is strategically best positioned²⁰ to contribute to systemic change at scale? 2. How well aligned is the Country Programme with national, regional and/or global priorities based on adequate engagement of key stakeholders? 3. To what extent has the Country Programme adequately prepared and adapted to changes

¹⁸ <https://www.unicef.org/media/115646/file/Strategic%20Plan%202022-2025%20publication%20English.pdf>

¹⁹ Deviations from the overarching evaluation questions in this TOR, if any, should be explained in the inception report. Other adaptations of the CPE evaluation framework should be focused on the level of sub-questions and measurement criteria, which will be decided in the inception phase.

²⁰ Because of UNICEF's comparative advantage or its potential for advocating, influencing, and leveraging partnerships and resources.

	in context – including internal and external shocks, crises, or major socio-economic and political changes – informed by a robust context and risk analysis? ²¹
Effectiveness	4. To what extent has the programme achieved (2022-2024) or expects to achieve (2025-2026) its results, including differentiated results for various groups? What external and internal enabling/constraining factors affected the achievement of results? 5. How well have the priority strategies and key interventions contributed to the achievement of the results? Which elements of the strategies have worked well, or not so well, and under what circumstances, particularly to contribute to systemic changes and results for children at scale? ²² 6. To what extent is UNICEF effectively introducing and implementing innovative models to be delivered at scale through national systems?
Coherence	7. How well do UNICEF interventions promote synergies with each other and collaboration across UNICEF teams (internal coherence), and are adequately coordinated with federal, subnational public policies and other stakeholders including partners of the United Nations Country Team (external coherence)? ²³ 8. What is the strategic positioning and what are the comparative advantages of UNICEF in relation to other actors in the country, including development partners, the private sector, the non-government sector? 9. To what extent were meaningful partnerships established with other key actors e.g. government at national and local levels, civil society, non-profit organizations, academia, other United Nations agencies etc. to contribute to systemic changes and/or avoid duplication of efforts?
Human rights, gender, and equity	10. How well did the Country Programme integrate gender equality, equity (including disability) and human rights approaches into its design and implementation including Protection from Sexual Exploitation and Abuse (PSEA) and Accountability to Affected Populations (AAP).

In accordance with UNICEF's mandate, the evaluation should adopt an inclusive approach to human rights, gender, equity and disability, and even environmental sustainability. These perspectives should be integrated into all phases/components of the evaluation (design, data collection, analysis, reporting, conclusions, and recommendations, as well as evaluation teams) in accordance with the guidelines of the United Nations Evaluation Group (UNEG) and UNICEF. Thus the design of the evaluation will be guided by UNEG Guidance on Integrating Human Rights and Gender Equality in Evaluation (2014).²⁴ The gender perspective should be integrated into the design and analysis of the evaluation, considering the evaluation performance indicators of the United Nations System-wide Action Plan on Gender Equality and the Empowerment of Women (2018).²⁵ At UNICEF, the Gender Equality Action Plan constitutes the roadmap for promoting gender equality in all programmes. In this sense, the [2022-2025 Plan](#) serves as reference frameworks for the evaluation of programmatic activities. Furthermore, the Convention on the Rights of the Child as the framework within which UNICEF fulfils its mandate should be taken into account in the evaluation design, as well as the CCCs to assess humanitarian response.

Regarding equity, the principle of leaving no one behind is taken into account (for example, in relation to marginalized and excluded groups); and attention is paid to the rights of children and adolescents with disabilities. UNICEF's Strategic Plan 2022-2025 positions the issue of disability as a cross-cutting priority for the organization. Thus, it is necessary to integrate an inclusive approach to disability in the evaluation ([Disability -Inclusive Evaluations](#) in UNICEF, 2022). In addition, the evaluation must examine the extent to

²¹ During the inception period, the evaluation team should consider inclusion of evaluation sub-questions related to the relevance criterion regarding the extent that the design/implementation of the Country Programme and emergency response were also aligned with the country's humanitarian needs and links between the humanitarian response and longer-term development and peace priorities (nexus) of the affected populations.

²² Reaching scale of results is closely related to sustainability, and therefore may explore through sub-questions and metrics the following areas in terms of UNICEF's contribution to sustaining and scaling results over time: local capacity strengthening including with community members and organizations; mobilization, allocation, and sustaining public resources for financing national or local programs that benefit children; and institutionalization with local and national systems.

²³ Sub-questions and metrics to this evaluation question may explore, among other areas, how a multisectoral approach has contributed to enhance the effectiveness of outcomes for children by fostering coordination, integration, and collaboration among different sectors and stakeholders.

²⁴ https://www.uneval.org/uneval_publications/integrating-human-rights-and-gender-equality-evaluations

²⁵ https://www.unevaluation.org/sites/default/files/file_uploads/RevisedUNSWAPEPITechnicalNoteandScorecard_April_2018_1452_11523898949025.pdf

which the programme has contributed to reducing inequalities due to gender, ethnicity, place and area of residence, migratory status or disability.

The evaluation team should carefully consider sensitive topics and language in the narrative of CPEs in highly politically sensitive contexts.²⁶ The team must consult with the UNICEF office and LACRO staff on language use and writing style as to enable the evaluation to be published without posing any negative risks (e.g. reputational, operational, etc) to the country offices. During the inception phase, the evaluation team should develop an evaluation matrix, which explains how each evaluation question will be assessed, through which set of judgement criteria and indicators, and with which methods and which sources. Human rights, gender, equity, and disability should be clearly integrated into the matrix. Annex 10.2 includes a model of an evaluation matrix.²⁷ The evaluation matrix is an essential evaluation tool that transparently describes how the evaluation criteria and questions will be assessed and should be specific and comprehensive. Bidding teams should outline in their technical proposals how they plan to operationalize the crosscutting perspectives of human rights, equity and gender equality in the evaluation approach and process with due consideration to highly sensitive political contexts. Furthermore, they need to propose a preliminary presentation of the evaluation matrix for the evaluation questions related to relevance.

6. Methodology

6.1. Methodological design

The evaluation design will be non-experimental and based on the application of mixed methods. The evaluation is utilization-focused and should incorporate a participatory approach, concentrating on the participation of its main users in the main phases of the evaluation, but considering available time and resources. The CPEs will use as much as possible common approaches and methods to enable efficient implementation and learning across comparable findings. Nonetheless, evaluation priorities and some specifications of the evaluation framework may vary as well as stakeholders to consult, which will require country-specific adaptations to be discussed during inception. Annex 10.7 presents a detailed description of the design, approaches, and data collection methods in line with the CPE purpose and objectives. Bidding teams are expected to build upon the methodology described in Annex 10.7 in the technical proposal in response to the assessment criteria described in Section 9 of these TOR.

6.2. Norms and ethical considerations

The evaluation should follow the United Nations and UNICEF evaluation norms and standards: [UNEG Norms and Standards \(2016\)](#), UNEG Code of Conduct for Evaluation in the UN system (2008), and [UNICEF Evaluation Policy \(2023\)](#). The evaluation must be independent and utility-focused, and will be carried out in an objective, impartial, open and participatory manner, enabling the voices of all relevant stakeholders to be heard and using empirically verified evidence that is valid and reliable. Any potential or actual conflict of interest needs to be disclosed.²⁸

Furthermore, the evaluation will be guided by the ethical principles of respect, beneficence, justice, integrity and accountability as outlined in the [UNICEF Procedure on Ethical Standards in Research, Evaluation, Data Collection and Analysis \(2021\)](#) and in line with [UNEG Ethical Guidelines for Evaluation \(2020\)](#). It is essential for the evaluation team to maintain respect for the dignity and diversity of the individuals interviewed, to take into consideration respect for human rights, gender equality, and leaving no one behind (including persons with disability) throughout the evaluation process, and explicitly consider actual and potential bias and prevent discrimination based on gender, race, disability or other factors. The team needs to take the appropriate measures to preserve data confidentiality, participant privacy and obtain informed

²⁶ Sensitive issues and their implications will be clarified during the initial phase of the evaluation.

²⁷ The evaluation matrix should include specific sub-questions and/or emphasis related to the context or areas of interest of UNICEF offices within scope in addressing the overarching evaluation questions.

²⁸ Members of the evaluation team are required to disclose in their proposal any past experience, of themselves or their immediate family, which may give rise to a potential conflict of interest and indicate how to resolve any conflict of interest.

consent.²⁹ It is also necessary to minimize the risks associated with any possible negative consequences and maximize the benefits for the main stakeholders by foreseeing unnecessary harm or injury that may arise from the findings of a negative or critical evaluation, without compromising its integrity. If necessary, firms will have to go through an institutional risk assessment of their capacity to prevent and/or respond to eventual cases of sexual exploitation and abuse, perpetrated by their own personnel, against vulnerable community members that could participate in the evaluation process.

In line with the [standards of meaningful engagement of youth in evaluation](#) (2023) and [UNICEF guidance on adolescent participation in UNICEF programme monitoring and evaluation](#) (2019), it is encouraged to incorporate adolescents and youth voices in the evaluation. When interviewing or raising surveys with children and adolescents, it is essential that the evaluation team refers to the UNICEF guidelines, [Ethical Research Involving Children \(2013\)](#). When cohorts whose personal agency is limited, such as children and adolescents, are involved as participants evaluation must go through a relevant external ethical review. UNICEF's Ethics Procedure (2021) sets out the criteria for ethical review, including evidence generation about sensitive subjects, with vulnerable cohorts or in risky contexts. The evaluation will not be able to proceed with the data collection before being approved by an ethical review board or panel (this should be included in the work plan and covered by the budget of the proposal unless stated otherwise).³⁰ In its technical proposal, the evaluation team may indicate any possible ethical issues, describe ethical safeguards for participants and measures to address ethical issues, and specify the supervision and the ethical review mechanisms that are applicable to the evaluation process.

7. Process and deliverables

Regarding the overall **management approach** of this exercise, this process clusters the four Country Programmes of UNICEF Belize, ECA, Jamaica, and Suriname/Guyana, which aims to generate time and financial efficiencies. As explained in more detail below, the LACRO Evaluation Section will manage these CPEs, in close coordination with the UNICEF offices in scope, to allow for a single source for oversight, quality assurance and streamlining coordination with the independent evaluation team across the multiple offices. Each UNICEF office covered will receive a separate, final CPE report. A single Inception Report will be prepared for all CPEs with annexes speaking to the particularities of each CPE context, sampling, and other considerations.³¹

7.1. Key activities

This process will pursue efficiencies across CPEs under the contract, including joint activities across the CPEs during the inception phase, while ensuring sufficient engagement, ownership and specificity at country-level. The bidding team may propose a workplan in its technical proposal that considers how to organize, sequence, and streamline various evaluation phases efficiently. All activities will be carried out in close coordination with the UNICEF team. Given the CPE focus on use, the evaluation process should be aligned with the new CPD development processes. Accordingly, the evaluation team should demonstrate the ability to adapt to the CPD development timeline and support opportunities for feedback from the evaluation process to the new CPD development process. See annex 10.6 for a preliminary proposal for the key phases and activities for each CPE.

The evaluation team is expected to include members with experience and/or presence in relevant countries who can effectively coordinate with UNICEF in person as needed. While UNICEF will facilitate introductions for primary data collection and assist where possible, the evaluation team is primarily responsible for the coordination and logistics of interviews, management of surveys and their follow-up, and organization of

²⁹ Informed consent must be obtained from all participants in data collection. In case children are participating in data collection, their assent needs to be obtained. Participation must be voluntary, negotiable and explained to participants.

³⁰ If the bidding institution has its own ethical review mechanisms, they could substitute for the external committee, provided that these mechanisms comply with the minimum quality standards established in UNICEF's Procedure. Where legislation requires ethics review by a national entity this needs to be followed. UNICEF has a global contract (Long Term Agreement) for external ethical reviews, which could also be used.

³¹ The main body of the inception report should consider sensitive issues and their implications during the initial phase of the evaluation.

any travel within the country. The evaluation team needs to include team members that can conduct primary data collection in relevant national languages (English in Belize, ECA countries, Jamaica and Guyana; Dutch in Suriname).

7.2. Management, governance, and quality control

The contract will be managed by LACRO with the support of a Regional Technical Management Committee that oversees the evaluation process; provides guidance to each one of the evaluation teams; ensures the quality of all deliverables; and provides formal approval of the deliverables.³² CPEs will be managed together with country-level Technical Management Groups composed of the Monitoring and Evaluation Officer/Specialist from respective UNICEF offices, in coordination with the LACRO, to assist in coordinating the evaluation on a regular basis to ensure fluid progress of the work in each CPE's specific country context; ensuring access to data, documentation, and contacts; and facilitating commenting and review of key products by office staff. Efficiencies will be maximized between both groups to avoid any duplication, and the frequency of coordination meetings with the evaluation team will accordingly be defined at kick-off.

An Evaluation Reference Group will be formed for each CPE, which will support and monitor the evaluation process and provide feedback on the evaluation products. It will also facilitate access to documents and contacts with key stakeholders. The Reference Group will meet at key moments of the evaluation, particularly to provide feedback on the inception report and evaluation report, and recommendations. The Reference Group will be formed by the Representative, Program Coordinator, those responsible for each outcome area, and members of the country-level Technical Management Group. External experts will also be invited, such as officials from UNICEF LACRO, Governments and representatives of civil society.

Quality control will be ensured at different levels. First, internal quality control is the responsibility of the evaluation firm and team leader.³³ The evaluation team must present in its technical proposal how it will organize internal quality control and the planned measures. Second, LACRO will ensure the quality of the process and the products through formal review and comments (in coordination with each country-level Technical Management Group to ensure comments from offices are included in a consolidated set of comments for each major product). Finally, the Evaluation Reference Group will review main products. After publication, each evaluation report is externally reviewed through UNICEF's Global Evaluation Reports Oversight System (GEROS). While the evaluation team will not need to respond to the ex-post GEROS review, the evaluation team needs to review the evaluation products against the GEROS quality criteria using GEROS checklists and submit these self-assessments as part of the products.

Relevant stakeholders will have the opportunity to comment on the draft products. The final evaluation report should reflect comments and acknowledge substantial disagreements, if any. The evaluation team will prepare a document listing the comments and how they are addressed. Where disputes arise over verifiable facts, the assessors will investigate and make changes to the document where necessary. Payment for each product will be made when the revised version of the report incorporating the comments received is received and approved.

7.3. Deliverables

The following **deliverables** are expected with suggested page length. All products are in English unless otherwise specified. See Annex 10.4 for more detailed outlines of the process' key deliverables.

1. One **Inception Workplan** of 8-10 pages.
2. One **Inception Report** of 50 pages maximum plus annexes.³⁴

³² Approval of each one of the final CPE reports will be sought from the UNICEF Country Representatives and the Regional Director of the Regional Office (LACRO).

³³ The evaluation team may also include a highly experienced/competent person who is not involved in the day-to-day evaluation activities and has primary responsibility for product quality control. The internal quality assurance will deliver a QA self-assessment checklist following GEROS guidelines.

³⁴ The UNICEF Guyana/Suriname CPE data collection instruments should be available in Dutch, as needed for primary data collection in Suriname.

3. One **Draft Evaluation Report** for each UNICEF Country Programme in scope (4 total) of 50 pages maximum, plus annexes.
4. One **Final Evaluation Report** for each UNICEF Country Programme in scope (4 total) of 50 pages maximum, plus annexes and **Executive Summary** for each UNICEF Country Programme in scope (4 total) of 4-5 pages.³⁵
5. One **PowerPoint Presentation** for each UNICEF Country Programme in scope (4 total).
6. One **Evaluation Brief** for each UNICEF Country Programme in scope of sufficient graphic and visual quality (4 total).
7. One cross-country **Learning Synthesis Brief** of 5-10 pages, plus annexes.

8. Timeline and payments

The process is expected to be completed within twelve months upon signing the contract from approximately mid-March 2025 to February 2026 with the bulk of work expended from April and November 2025. This might be subject to change depending on the prevailing situation on ground at the time of the evaluation. Using a utilization-focused evaluation approach, this process should support all CPD designs and should proactively identify and seize opportunities for inputs into each office's CPD development process. Where possible, preliminary results can be shared within 6-7 months following signature of the contract (October/November 2025) at the end of the fieldwork to prioritize learning through feedback loops before the evaluation process is completed.

Table 3. Tentative timeline for each CPE

Phases	Months											
	1	2	3	4	5	6	7	8	9	10	11	12
Inception												
Fieldwork/analysis												
Reporting												
Finalization/dissemination												

Table 4. Product delivery dates and payment schedule

Products (total count across Country Programmes covered in contract)	Delivery Date	Payment date and payment %
1. Inception Workplan (1)	1 month from the signing of the contract	15 days after product approval 15%
2. Inception Report (1)	3-4 months from the signing of the contract	15 days after product approval 15%
3. Draft Evaluation Reports (4)	6-7 months from the signing of the contract	15 days after product approval 40%
4. Final Evaluation Reports (4) with Executive Summaries (4)	9-10 months from the signing of the contract	15 days after product approval 30%
5. PowerPoint Presentation (4)	9-10 months from the signing of the contract	
6. Evaluation Brief (4)	11-12 months from the signing of the contract	
7. Learning Synthesis Brief (1)	11-12 months from the signing of the contract	

Table 5. Phases and estimated working days for each CPE*

Phases	Estimated working days allocated to each one of the Team leaders (for each CPE)	Estimated working days allocated of other team members (for each CPE)
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³⁵ The UNICEF Guyana/Suriname CPE Executive Summary should be available in Dutch.

Inception	10	15
Fieldwork/analysis	10	20
Reporting/finalization	10	10

*Estimated effort should vary based on each UNICEF office's programme size and other factors

9. Proposal assessment criteria

The proposal must be submitted by a company, entity, or consortium of companies whose activity involves research, analysis, systematization, or evaluation in social, institutional, and economic issues, among other related areas. The evaluation team should prioritize inclusion of team members residing in the Caribbean region, either the Lead Evaluator or the Associate/Assistant evaluator(s). For more details on the proposal assessment criteria, please refer to the Table 6. "Assessment criteria and points for technical proposals".

9.1. Profile of the evaluation team by each CPE

The evaluation team of each CPE should comprise of at least three professionals: the Lead Evaluator, who will be technically responsible for the team; and the Associate and/or Evaluation Analyst as outlined below. Proposals may include internal management strategies that leverage economies of scale when conducting multiple CPEs. By operating sequentially or in parallel across various countries, teams can achieve greater efficiency in the use of human resources through distributed tasks and well-defined workplans.

Lead Evaluator:

- Professional in the social, economic, political, educational or health sciences who has postgraduate studies in economics, evaluation, public management, public policy analysis and sectors.
- Proven experience of at least 10 years in designing and implementing evaluations of social programs; including prior experience with country program evaluations of United Nations agencies.
- Experience **as a lead person** in design or process/implementation evaluations related to public management, education, protection, or public health, including management of teams of evaluators; this will be supported by contracts, certificates or similar.
- Experience in research or evaluation in at least one of the priority areas of the related UNICEF CPDs
- Experience in evaluation for UN agencies **as a lead**; previous evaluation experience with UNICEF and with country program evaluations highly appreciated.

Associate Evaluator(s):

- Professional in social, economic, or political sciences, education or health, with postgraduate studies in public health, education, project management, economics, public policy or similar.
- Experience in evaluating development programs linked to public sectors, .
- Experience in participating in evaluations related to social inclusion, public health, education, protection or other CPD specific sectors.

Evaluation Analyst(s):

- Professional in social, economic, or political sciences, education or health, with specialization in education, project management, economics, public policy and sectors or similar.
- Experience as a member of evaluation teams in studies related to social inclusion, public health, education, or protection; this must be supported by the respective contracts, certificates or similar.
- Experience in processing, systematizing and analysing many documents and secondary data, preferably using automated software, tools or technologies.

Skills present in the team:

Strong bidding firms will include team members that demonstrate the following skills or characteristics:

- Knowledge of human rights, gender equality, and equity (including disability) approaches, and their application in evaluations or research.
- Experience in research or evaluation on children's issues; and data collection on children's issues,

including the lead or associate researcher must have experience in data collection with adolescents.

- Experience in evaluating complex programs with emerging results and changing outcomes frameworks.
- Experience in the design and application of qualitative and quantitative evaluation or research methods, including but not limited to methodologies relevant for network analysis (see Annex 10.7).
- Experience in carrying out country level evaluations, including in the Latin America and Caribbean region.
- Mastery of spoken and written English is required. At least one team member should be fluent in Dutch for data collection in Suriname.

9.2. Documents to be submitted in the proposals

The proposal sent by the interested parties must include **a technical proposal and an economic proposal**, which must be presented in separate files according to the details below.

A. Technical proposal must include the following items:

- **Presentation of the company and definition of the evaluation teams for each CPE** (including CVs of all members) detailing roles, responsibilities of each team member, and workplan with the number of days worked by each member and by each CPE.
- **Methodological proposal** including a tentative version of the approaches and evaluation methodology/techniques responding to the design articulated in these TOR.
- Adequate explanation of the **internal organization** (work plan, division of days / responsibilities either in parallel or in sequence among the evaluators) to conduct the CPEs.
- Company references with **previous evaluations** and verifiable clients, who may be contacted by UNICEF. Experience working with non-profit organizations or international development agencies will be valued.
- A **summary self-assessment table** in accordance with the below Table 6 that outlines the proposal's fulfilment of technical evaluation criteria with relevant information based on documented experience of evaluation team members and/or the firm.

**The technical proposal should not include any reference to the rates for the services requested, which will be presented in the financial proposal separately. Including them will result in rejection of the submitted proposal.*

B. Economic proposal must quote:

- Team member fees and number of days worked for each member.
- **All travel-related costs (transportation costs, lodging, insurance, etc.)**
- Other general expenses if any

**The quote must be in US dollars with all taxes included.*

Workplace: The company or evaluation team will carry out the office tasks in their own spaces. The financial proposal must consider the transportation costs for the development of the required activities, as well as other associated logistical costs. The meetings of the contracted entity with UNICEF and partners will take place where the UNICEF Technical Committee determines.

9.3. Evaluation and award criteria

UNICEF considers both technical and economic aspects in assessing proposals. UNICEF will first assess the technical proposal and, if it meets the technical requirements satisfactorily, will proceed to evaluate the economic proposal. The evaluation matrix will combine the technical and economic scores according to the following weighting: **technical (80)** and **economic (20)**. Proposals submitted must include and will be evaluated in relation to the following.

A) Technical assessment (80 points) will rate proposals on the below criteria, and only proposals that

receive **60 points** or more will be considered. UNICEF may declare the tender void if none of the companies achieve the minimum technical score required.

Table 6. Assessment criteria and points for technical proposals

Dimension	Technical evaluation criteria	Points
Company experience	Organizational experience in implementing country evaluations (i.e. at the country programme or portfolio level): <ul style="list-style-type: none"> ○ 1 point: 1-2 country evaluations ○ 2 points: 3-4 country evaluations ○ 3 points: 5 or more country evaluations Experience in conducting evaluations in the Caribbean region: <ul style="list-style-type: none"> ○ 1 point: 1-2 evaluation experiences ○ 2 points: 3-4 evaluations experiences ○ 3 points: 5 or more evaluation experiences 	6
Quality of the proposed team <i>The team requirements need to be adjusted to the particularities of each CPE</i>	1. Profile of the team leaders for each CPE <ul style="list-style-type: none"> - Professional training/education: <ul style="list-style-type: none"> ○ 1 point: graduate degree or equivalent in section 9.1 required topics ○ 2 points: doctoral degree in section 9.1 required topics or graduate degree in this field plus evaluation academic training ○ 3 points: doctoral degree in in section 9.1 required topics plus evaluation academic training - Experience in the design and implementation of evaluations <ul style="list-style-type: none"> ○ 1 point: 10 years of experience ○ 2 points: 11-15 years of experience ○ 3 points: 15 or more years of experiences - Experience as a team leader of evaluations <ul style="list-style-type: none"> ○ 1 point: 2-3 evaluations ○ 2 points: 4-5 evaluations ○ 3 points: 6 or more evaluations - Thematic experience (research or evaluation experience) in key intervention areas of the evaluand <ul style="list-style-type: none"> ○ 1 point: 2-3 years of experience ○ 2 points: 3-5 years of experience ○ 3 points: 5 or more years of experience - Previous work experience (employed or consultancy) with UNICEF/UN system <ul style="list-style-type: none"> ○ 1 point: conducted/managed evaluation for UN organization ○ 2 points: conducted/managed at least one evaluation for UNICEF or UN organization in the related CPE countries ○ 3 points: conducted/managed at least one country-level evaluation for UNICEF or UN organisation 	15
	2. Profile of other team members for each CPE <ul style="list-style-type: none"> - Professional training/education <ul style="list-style-type: none"> ○ 1 point: all other team members have a graduate degree or equivalent in section 9.1 required topics ○ 2 points: all other team members have a graduate degree or equivalent in section 9.1 required topics, plus all have research academic training ○ 3 points: all other team members have a graduate degree or equivalent in section 9.1 required topics, plus all have research academic training and at least one has evaluation academic training - Experience in the design and implementation of evaluations <ul style="list-style-type: none"> ○ 1 point: at least one other team member has 8 or more years of experience ○ 2 points: at least one other team member has 8 or more years of experience and the remainder have 2 or more years of experience ○ 3 points: all other team members have 8 or more years of experience - Thematic experience (research or evaluation experience) in key intervention areas of the evaluand <ul style="list-style-type: none"> ○ 1 point: one team member has 2-5 years of experience ○ 2 points: one team member has 6 or more years of experience ○ 3 points: one or more team member has 6 or more years of experience and the majority of other team members have at least 2 years of experience 	9
	3. Profile of the overall teams by each CPE	10

	<ul style="list-style-type: none"> - Expertise in integrating a perspective of human rights, gender, equity and disability in evaluations <ul style="list-style-type: none"> o 1 point: at least one team member has conducted research or evaluation with a specific focus on human rights, gender, equity or disability o 2 points: at least one team member has conducted research or evaluation with a specific focus on human rights, gender, equity or disability; and has academic training in one of these areas - Experience with evaluation or research about child rights and child related issues, including data collection among children <ul style="list-style-type: none"> o 1 point: at least one team member has conducted research or evaluation with a specific focus on child rights and child related issues, and led data collection among children o 2 points: the majority of team members conducted research or evaluation with a specific focus on focus on child rights and child related issues, and one led data collection among children - Experience with the (re)construction of TOCs and use of TOCs in evaluations <ul style="list-style-type: none"> o 1 point: at least one team member has been involved in the use of TOCs as part of evaluations o 2 points: at least one team member has designed and implemented theory-based evaluations and led participatory workshops to (re)construct TOCs - Experience in designing and implementing quantitative and qualitative data collection methods <ul style="list-style-type: none"> o 1 point: the team includes team members with at least 5 years of experience in qualitative data collection/analysis, 5 years of experience in quantitative data collection/analysis (including online surveys), and a member that has demonstrated experience in network analysis o 2 points: all team members have at least 5 years experience in quantitative or qualitative data collection/analysis (including online surveys), and a member that has demonstrated experience in network analysis. - Experience in developing evaluation (dissemination) products that are visually clear and engaging for audiences: <ul style="list-style-type: none"> o 1 point: at least one team member has led the development of an evaluation product including data visualization (link/sample to be provided) o 2 points: more than one team member has led the development of an evaluation product including data visualization (link/sample to be provided) 	
Proposed Methodology and process	<p>The following criteria will be scored on a scale between zero (no evidence of the criterion in the technical proposal) to the maximum score indicated in parentheses for each criterion (technical proposal addresses criterion robustly)</p> <ul style="list-style-type: none"> - Demonstrated understanding of the object of the evaluation and its context (4 points max) - Adequate overall evaluation design and framework, including explanation of the approach to address the evaluation questions including relevance and strategic positioning and network analysis (8 points max) - Adequate explanation and justification of the proposed data collection and analysis methods (4 points max) - Adequate explanation of systematic methods for document review and secondary data analysis, and adequate explanation and justification of sampling strategies and proposed number of interviews/surveys/etc (4 points max) - Adequate approach to operationalize the integration of human rights, gender, equity and disability in the evaluation design and process (4 points max) - Adequate explanation and justification of the use of TOCs/programme theory in the evaluation of results, or/and other approaches to evaluate results and causal relationships (4 points max) - Adequate integration of participatory methods and approaches in the evaluation and adequate discussion of ethical considerations and quality control mechanisms (4 points max) - Adequate workplan and level of effort, planning and budgeting of dissemination products (evaluation briefs, infographics, etc.), as well as explanation of the internal organization (division of responsibilities either in parallel or in sequence among the evaluators) to conduct CPEs (4 points max) - The evaluation incorporates innovative approach/practice that adds value to the evaluation process, including as evidenced by the design of the methodology (e.g., 	40

	use of technology to synthesize and analyse large amounts of data), ways of sharing of evaluation process and/or results, etc. (4 points max)	
Maximum score		80
Minimum score required		60

B) Economic assessment (20 points) of proposals that have met or exceeded the minimum score in the technical evaluation. The maximum score that can be awarded to the economic proposal is 20 points, which will be awarded to the proposal with the lowest value. The rest of the proposals will receive scores in inverse proportion to the lowest price received.

$$\text{Proposal Score } X = 20 \times (\text{Lowest Value Proposal Price} / \text{Proposal Price } X)$$

The maximum combined score (technical and economic proposal) is 100 points.

Example

The Price Proposal must be organised in such a manner that it reflects the inputs shown in the technical proposal and distinguishes between Fixed Costs and estimate Reimbursable Costs against approved expenses. The following level of detail is requested:

A) Fixed Costs.

Provide details and subtotals for each of the following headings:

- *Professional fees - Course Development. Give number of people, person days and rate.*
- *Professional fees - Course Delivery. Give number of people, person days and rate for all courses.*
- *Professional Fees - Final report and course resource pack. Give number of people, person days and rate.*
- *Others*

B) Reimbursable costs

Provide well defined and itemized details for all estimate costs that the Bidders consider being reimbursable. Add grand sub-total for above reimbursable estimate cost items.

C) Savings.

Provide details of any offers and savings relating to, but not necessarily limited to, the following:

- *Earlier payment savings as detailed in section 1.16 of this RFP (also as included on the Proposal Bid Summary Sheet).*

- *For the capacity building and the regional workshops – please only include estimated cost for consultant, workshop materials and travel. The cost for the participants and venue will be covered by UNICEF regional/country offices.*
- *The selected organization will be responsible for all travel costs - flights, daily subsistence allowance etc. Any travel involved should be budgeted according to UN Travel Standards as a ceiling.*

Price Proposal: It should include complete cost breakdown based on number of days and professional level of services provided, stipulating the amount of fees to be charged and any travel involved, observing as ceilings the UN standard of accommodation for travel.

The Price Proposal shall include a cost breakdown for the work phases as per the ToR, detailing the types of roles proposed and man days required, travel assumptions and related expenses and any other cost elements deemed relevant.

The proposal shall include a payment schedule linked to clearly defined milestones.

All prices/rates quoted must be exclusive of all taxes as UNICEF is a tax-exempt organization.

The format shown below is suggested for use as a guide in preparing the Financial Proposal. The format includes specific expenditures, which may or may not be required or applicable but are indicated to serve as examples. Travel and per diems will not be noted, as this will later be determined and finalized by UNICEF and the chosen bidder.

Component #	Proposed Person (Job title/function)	All-inclusive rate (Personnel)	No. of days proposed	Total Cost in US\$
1. Item 1:				
1.1 Personnel				
1.2 Other				
Subtotal Expenses:				
2. Item 2:				
2.1 Personnel				
2.2 Other				
Subtotal Expenses:				
2.3 Reimbursable Travel Cost*				
2.3. Other				
Subtotal Expenses				
3. Item 3:				
3.1 Personnel				
3.2 Editorial				
Subtotal Expenses:				
3.3 Reimbursable Travel Cost*				
Subtotal Expenses:				
Subtotal fixed cost:				
Subtotal reimbursable cost				
Grand Total**				

***Travel (if applicable)**

Please note, for travel to countries, the contractor will be responsible in administering its own travel and the cost therein should be included in the financial proposal.

Travel expenses shall be calculated based on economy class travel, regardless of the length of travel and ii) costs for accommodation, meals and incidentals shall not exceed applicable daily subsistence allowance (DSA) rates, as promulgated by the International Civil Service Commission (ICSC).

Number of travellers, duration and dates of travel and travel locations will be agreed with UNICEF and the contractor prior to the travel being arranged, undertaken and expensed.

NOTE: since this service will have a travelling component attached to it (travel to 4 countries, tentatively and subject to possible changes: Chile, Ecuador, Guatemala, Honduras for 5-day trips in each) and for the purpose of comparing offers, offerors are requested to submit an estimate of travel costing taking into account the above paragraphs on economy class tickets and ICSC DSA conditions and the tentative countries and trip durations stated in this document

****Payment provisions**

UNICEF's policy is to pay for the performance of contractual services rendered or to effect payment upon the achievement of specific milestones described in the contract. UNICEF's policy is not to grant advance payments except in unusual situations where the potential contractor, whether a private firm, NGO or a government or other entity, specifies in the bid that there are special circumstances warranting an advance payment. UNICEF will normally require a bank guarantee or other suitable security arrangement.

Any request for an advance payment is to be justified and documented and must be submitted with the financial bid. The justification shall explain the need for the advance payment, itemize the amount requested and provide a time schedule for utilization of said amount. Information about your financial status must be submitted, such as audited financial statements at 31 December of the previous year and include this documentation with your financial bid. Further information may be requested by UNICEF at the time of finalizing contract negotiations with the awarded bidder.

10. Annexes

10.1. Country Programme context

This section provides a short overview of programme across the offices under scope of this proposed contract. Accordingly, it explains the main **outcome areas and components** of work of each office thematically; the availability of underlying **theories of change** (TOCs) and programme rationales that have gone into the CPD design; key UNICEF **change strategies** used by each office; the **geographic coverage** and territorial approach of each office; and **key stakeholders** including engagement mechanisms with adolescents and youth. These areas are complemented by a table further below summarizing the budget size and resources by office per outcome/component.

Belize

- **Outcomes and results structure:** The UNICEF Belize [2022-2026 CPD](#) is based on the most recent situation analysis, the Common Country Analysis and outcomes of a series of strategic consultations led by the UNICEF Belize Country Office in 2021. It builds upon lessons learned from the previous programme cycle and considers the emerging concerns and the planning frameworks of both UNICEF and the Government of Belize. The outcomes contribute to furthering child rights, supporting national priorities as stipulated in Horizon 2030¹ and the National Medium-Term Strategic Priorities, and to supporting all four strategic priority areas of the UNMSDCF, emphasizing Pillars 2, 3 and 4. The programme is also aligned with four of the eight UNMSDCF outcomes.
 - The country programme has three components: (a) every child, including adolescents, is protected from [violence, exploitation, abuse, neglect](#) and harmful practices; (b) every child, including adolescents, [learns](#) and acquires skills for the future; (c) every child including adolescents, [survives and thrives](#), with access to nutritious diets, quality primary health care, nurturing practices and essential supplies and has access to inclusive social protection and lives free from poverty. Cross-cutting issues such as gender equality, climate change and disaster risk reduction are embedded in programme design and focus on: the most disadvantaged, girls and boys, those living with disabilities; those living in crime hotspots; children affected by emergencies; child migrants; and children living in poverty and/or children living with other socioeconomic disadvantages and their families. Support for individual and social change is strengthened through communication for development as a cross-cutting strategy to promote positive social norms and inclusive community engagement.
 - The Programme Effectiveness component provides quality evidence-based planning, coordination, management, M & E functions, and other cross-sectoral support to enable UNICEF to have more relative control over the programme design and operations and to ensure that programming, coordination and management standards are met. Cross-sectoral support includes advocacy, partnerships, gender equality, climate change and disaster risk reduction, technology for development, and children's rights and business principles. These are embedded in programme design with a focus on the most disadvantaged including children and adolescents with disabilities, adolescent parents, and those among the most vulnerable population groups. UNICEF will use risk-informed humanitarian and development nexus programming which will contribute to crisis prevention and preparedness, building strong, resilient systems and strengthening social cohesion. UNICEF will work to make schools climate-resilient and prepared for natural disasters and public health emergencies. Additionally, it will use accountability to affected population and conflict analysis to inform its programmes, including in social protection and WASH, so that they do not exacerbate inequalities and rights violations that can lead to social tensions. The programme effectiveness component will support programme outcomes and all the other components by providing future analysis focused on significant external events or foreseen risks that can have an impact on children and that can adversely affect the shape of the programme implementation.
- **Change strategies:** The following key strategies were selected:
 - *Systems strengthening* will enable government counterparts to effectively plan and implement programmes and develop evidence-based policies, strategies, plans, budgets and targeted technical assistance that focus on strategic engagement necessary to ensure cross-sectoral collaboration with key partners, including those in line ministries, and sectors such as health,

- justice, climate change, social protection, and education.
- *Gender-transformative programming* aims at increasing the protection, safety, opportunities and empowerment of pre-pubescent and adolescent girls and transforming gender stereotypes and norms during the planning, design and implementation of interventions, thereby empowering girls and women while fostering dialogue and engaging men and boys, allowing them to rethink issues related to masculinity, parenting practices and violence.
- *Social and behavioural change strategies* address a range of constraints, including social expectations and influences, and factors that define cultural and social norms regarding gender equality, violence, and early unions, aiming also to reduce stigma around mental health issues and addressing risky and unhealthy behaviours.
- *A multisectoral approach to mitigate*, prevent and respond to gender-based violence, will require coordination among education, health, emergency response and partnerships, to strengthen capacities of the social workforce and ensure gender- and age-appropriate services, to use communication for development strategies, address the harmful norms that lead to tolerance of gender-based violence, including its intergenerational transfer and low access of survivors to quality services.
- *Data, research, evaluation and knowledge management* for more evidence-based policies, programming and decision-making will inform the strategic direction of the country programme, including work with key external partners.
- *Partnership and engagement*, using the convening power of UNICEF to engage a wide range of government and non-government partners (including the private sector), will enhance communication and advocacy at global, national and community levels to improve effectiveness in service delivery and achieve accelerated results for children at scale.
- *Technology for development* in education supports digital transformation, adolescents' participation and elements of the survive and thrive outcome, with business for results aiming for private sector engagement on education and reaching vulnerable groups.
- *Additional strategies* were included at the Mid-term Review of the office: develop targeted *advocacy* campaigns focused on the key areas such as ECD, mental health, and SRHR using evidence-based data to highlight the challenges and potential solutions; actively *engage young people* as advocates for their own rights; and expand partnership and engagement to include engagement with *media* to raise awareness about the issues faced by children in Belize and promote UNICEF's work.
- **Geographic coverage:** The CDP is national in scope. However, based on the recommendation at the MTR adopted a geographical convergence of multisectoral interventions (immunization, WASH, education, nutrition) in Toledo District to systematically address the broader determinants of health.
- **Key stakeholders:** UNICEF works with government authorities, sister United Nations agencies, civil society organizations, international financial institutions, development partners such as the United States of America, the European Union, the United Kingdom of Great Britain and Northern Ireland, the European Union, Canada and Sweden, adolescent and young people and grassroot women organization. Government agencies include the Ministry of Human Development Families and Indigenous Affairs. Ministry of Education Culture Science and Technology, Ministry of Rural Development, Rural Transformation Labour and Local Government, Ministry of Sustainable Development and Climate Change, Ministry of Blue Economy, the Attorney General Office, National Commission for Families and Children, Speaker of the House of Representative, The Special Envoy of Children and the Statistical Institute of Belize. UNICEF also is collaborating with Giga for digital transformations in schools and Global Partners in Education to implement the Belize Education Sector Plan 2021-2025 and established the First national Education coalition, known as the Belize Education Alliance.

Eastern Caribbean Area

- **Outcomes and results structure:** The 2022–2026 Multi-Country Programme Document (MCPD) is aligned with and contributes to the National Development Plans of the 12 countries and territories of ECA. It is informed by the UNICEF Global Strategic Plan 2022-2025, “Towards 2030 An Ambition Renewed”, Gender Action Plan 2022-2025, the Small Island Developing States accelerated Modalities for Action Pathway (SAMOA) and Agenda 2030”. The UNICEF vision for the MCP is “an Eastern Caribbean where all children achieve appropriate quality educational qualifications, in protective and

safe environments free from poverty, violence, exploitation and abuse". It is structured according to four outcomes, which have specific TOCs, and contributes to the following:

1. Education: Children and adolescents, especially the excluded, access and complete quality education and develop the requisite skills to advance to employment or higher education.
2. Child Protection: Children and adolescents, in all settings, grow up in a safe and protective environment with enhanced, child-friendly systems and appropriate and effective institutional response mechanisms.
3. Social Protection: Families, including those of the most poor and deprived children and adolescents in the ECA benefit from widened, comprehensive and integrated social protection coverage, including in humanitarian situations.
4. Climate Change and Resilience: Governments and regional institutions implement risk informed and resilient child sensitive climate policies with effective participation of children, young people and communities to promote climate action and resilience, including in emergency contexts.

The Programme Effectiveness outcome supports effective cross-sectoral, inter-sectional and operational coordination to enhance the implementation of risk-informed programmes. This includes equipping staff and partners with the tools to promote and advocate for greater political action to meet the SDGs and outcomes of the MCP, and the capacities and resources to design and implement innovative programmes for children. Planning, monitoring and evaluation, advocacy, communications, public and private partnerships, public finance for children, and business and community resilience contribute to this outcome. (Sources: [2022-2026 ECA Results and Resources Framework](#); [2022-2026 ECA Combined PSN Final](#)). The three cross-cutting priorities are: response to and recovery from COVID-19; mental health and well-being; and disaster risk reduction, recovery and climate action. Furthermore, gender-responsive and gender-transformative approaches inform all programme, cross-cutting priorities, and change strategies.

- **Change strategies:** ECA Office has prioritized several key change strategies, in particular:
 - *Systems-strengthening* for: policy development, management and budgeting, monitoring and evaluation, accountability, disaster preparedness, response and risk management, skills training, and community-based mechanisms;
 - *Community engagement, social and behavior change* to: address harmful practices, promote positive social and gender norms and behaviors, increase the demand for quality learning and safe educational environments, support positive parenting, and ensure access to life-saving information and services;
 - *Advocacy and communication* to: garner greater political commitment and action to prevent and respond to violence in schools and communities, engage adolescents, young people and communities on community resilience and climate action, mobilize communities, the private sector and young people;
 - *Data, research, evaluation and knowledge management* to: support timely, verifiable, multidimensional and disaggregated data for decision-making. (Source: [2022-2026 ECA Combined PSN Final](#))
- **Geographic coverage:** The MCPD covers 12 countries in the English-speaking Caribbean. Eight independent states: Antigua and Barbuda, Barbados, Dominica, Grenada, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines, and Trinidad and Tobago, and four British Overseas Territories: Anguilla, British Virgin Islands, Montserrat and Turks and Caicos Islands. Given the unique characteristics of the ECA countries and territories and the situation of children across the islands, UNICEF uses differentiated and context-specific approaches such that some programmes and strategies are implemented across the whole region, while others will be specific to a country or multiple countries. Some programmes and activities are also national in scope, while others target specific at-risk and vulnerable children at subnational levels.
- **Key stakeholders:** Through the MCPD, UNICEF collaborates with the duty bearers (governments). In particular Ministries of Education, Finance, Health, and Social Development; multisectoral agencies of the comprehensive protection systems, the juvenile criminal responsibility system, and administrative agencies for children and adolescents. Although it is also directly linked to Civil Society Organizations, private sector companies, media and communication platforms, journalists' associations, and academic institutions. Rights holders (children and adolescents) are also included since UNICEF is implementing actions in the population with a specific output of adolescent participation, either directly or through civil society organizations, as well as through the work with the Student Councils. This group includes

children and adolescents; in addition, through social communication and awareness strategies, the general public is also considered as a target of the actions. Key counterparts and implementing partners include the Caribbean Community (CARICOM) Secretariat and the Caribbean Development Bank (CDB), the Caribbean Disaster Emergency Management Agency (CDEMA), the Organization of Eastern Caribbean States (OECS) Commission, the University of the West Indies (UWI) in Barbados, and National Statistical Offices. Additionally, the office receives support from donors like the European Union, GAVI (The Vaccine Alliance), and the Global Partnership for Education (GPE), and United States Agency for International Development (USAID). UNICEF ECA programme is also partnering with other UN Agencies operating under three Resident Coordination Offices: Barbados and the OECS, Trinidad and Suriname, and Jamaica.

Guyana and Suriname

- **Outcomes and results structure: The Guyana Suriname CPD 2022-2026 is guided by the** Convention on the Rights of the Child and was developed based on the situation analyses, the Common Country Analyses and a series of strategic consultations in both countries with Government, civil society, the private sector and children and adolescents. The programme builds on lessons learned from the previous programme cycle, the evolving situation of boys and girls and national development priorities. The five UNICEF programme outcomes are directly aligned with three of the four priority areas of the United Nations Multi-Country Sustainable Development Cooperation Framework (UNMSDCF), 2022–2026: (a) pillar 2, equality, well-being and leaving no one behind, through outcomes on health and nutrition, education and social protection; (b) pillar 3, resilience to climate change and sustainable natural resource management, through an outcome on climate resilience and WASH; and (c) pillar 4, peace, safety, justice, and the rule of law, through an outcome on child protection. These programmes will contribute to pillar 1, shared prosperity and economic resilience. It is structured according to **five outcomes**, which have specific TOCs, and contributes to the following::
 1. **Survive and thrive:** Children in Guyana and Suriname, including in humanitarian settings, grow up healthy, thrive, develop to their full potential and build their resilience by benefiting from increased access to quality health and nutrition services
 2. **Education and skills:** Children and adolescents, especially the most vulnerable, have increased access to equitable and inclusive quality education opportunities leading to development, improved learning outcomes and skills for life and work
 3. **Child protection:** Children and adolescents in Guyana and Suriname, including those living in humanitarian settings, are protected from violence, harmful practices, exploitation and abuse through strengthened child protection system
 4. **Climate resilience and water, sanitation and hygiene:** Every child and adolescent uses safe, water, sanitation and hygiene (WASH) services and lives in a safe and sustainable climate and environment, including in humanitarian contexts
 5. **Social protection and inclusion:** Girls and boys in Guyana and Suriname, particularly the most disadvantaged and excluded, including those in fragile and humanitarian contexts, have access to adequate, inclusive and shock-responsive social protection systems that better protect them from poverty.
- **Geographical coverage:** While the Guyana Suriname CPD operates at the national level, improving service delivery in hinterland areas and among the urban poor is a priority. The programme effectiveness component of the CPD ensures that the country programme is effectively designed, coordinated, managed and technically supported to meet UNICEF quality programming standards in achieving key results for children. It encompasses cross-sectoral strategies: advocacy and communication; digital transformation and innovation; evidence and knowledge management; gender-transformative programming; risk-informed humanitarian-development nexus programming; social and behavioural change; and leveraging resources for children and business for results.
- **Change strategies:** gender-transformative programming; public and private partnerships and engagement; system strengthening; risk-informed humanitarian and development nexus programming; evidence generation and knowledge management; social and behaviour change; and advocacy and communications.
- **Key stakeholders:** The Ministry of Foreign Affairs and International Cooperation in Guyana and the Ministry of Foreign Affairs, International Business and International Cooperation in Suriname are the

primary counterparts of the United Nations system. Through the Country Implementation Plan, UNICEF Guyana Suriname works with all line ministries, NGO's, CBO's, the private sector, UN agencies, and other development partners. Children and adolescents are central to UNICEF's Guyana and Suriname programming. Both offices have a group of UNICEF volunteers and efforts are directed toward fostering adolescent participation, both directly and through civil society organizations, as well as through national youth groups. Key stakeholders include but are not limited to the following: Other key government institutions include the Ministry of Social Affairs, Ministry of Health, Ministry of Education, Ministry of Human Services, Ministry of Natural Resources, Ministry of Finance, Cabinet of the First Lady, Ministry of Justice, University of Guyana, Anton de Kom University of Suriname, Guyana council of Persons with a Disability, Suriname National Commission for persons with a disability, In the UN System: PAHO, UNFPA, IOM, UNHCR, UNDP, ILO, UNESCO. Other development partners: IDB, World bank, Canadian Government, Caribbean Development Bank, Republic Bank,

Jamaica

- **Outcomes and results structure:**

- The overall goal of the UNICEF Jamaica 2022–2026 country programme was to contribute to national efforts to enable children and adolescents to realize their rights by progressively reducing disparities and inequities, including in emergencies. The programme was based on, among other inputs, information from the most recent Situation Analysis, the United Nations Common Country Analysis, the UNICEF Gender Programmatic Review conducted in 2019, the 2020 Climate Landscape Analysis for Children, the survey on the COVID-19 socioeconomic impact on children, evaluations and lessons learned, and a series of strategic consultations with the Government, civil society organizations (CSOs), the private sector and children and adolescents.
- Humanitarian interventions under this CP continued the support provided to the government as part of the COVID-19 Response from the previous programme. In addition, the JCO was an integral part of the UN response in the aftermath of Hurricane Beryl which hit the island in July 2024. Strengthening the nexus between humanitarian and development actions, especially in the health, WASH, and social protection sectors
- Through the mid-term review of its 2022-2026 cooperation program, UNICEF reviewed new data and changes in contexts, checked critical bottlenecks in various sectors—including violence and child protection, mental health, education, social protection, WASH, and health—and proposed strategic intents for the remaining two years of the current program cycle.
- The CPD 2022-2026 is structured according to five outcomes that had specific TOCs, namely to contribute to the following:
 1. **Child protection:** aimed at pursuing a vision whereby all children in Jamaica grow up free from violence. *Specific Result:* By 2026 children, especially those in situations of vulnerability, grow up in safer environments; and those who do experience violence benefit from improved access to quality, gender-responsive support, care and justice, including in emergencies.
 2. **Education:** Consistent with the UNICEF rights-based approach, the programme is aimed at enabling girls and boys learn and develop in a safe environment. *Specific Result:* By 2026, children and adolescents, especially those with disabilities and/or living in poverty, have increased access to resilient, equitable and inclusive quality education services and opportunities that promote improved learning outcomes and skills for life and work, including in emergencies.
 3. **Survive and Thrive:** aimed at ensuring that children benefit from expanded opportunities for a healthy start in life and that adolescents have improved access to gender-responsive health services. *Specific Result:* By 2026, children benefit from expanded opportunities for a healthy start in life and adolescents have improved access to gender-responsive health services and reduce risky behaviours, including in emergencies.
 4. **Social policy:** This programme pursues a vision where children in Jamaica live free from poverty and have access to inclusive social protection and services. *Specific Result:* By 2026, children, especially those living in the poorest households or living with a disability or adolescent mothers, have increased access to equitable and quality social services, including in emergencies.
 5. **Climate action and resilience:** aimed at addressing the specific environmental and

- socioeconomic drivers of vulnerability for children. *Specific result:* By 2026, the Government and stakeholders implement risk- informed and child-sensitive policies and programmes and include the participation of children and communities to promote climate action and sustainable development and to enhance resilience, including in emergency contexts.
- The Program Effectiveness outcome facilitated cross-sectoral workstreams to enhance overall country programme results and to harness results for children at all levels. This programme component supported programme delivery and managing for results, through evidence generation and planning, monitoring and evaluation, strategic communication and advocacy, resource mobilization and partnerships.
 - Programme outcomes contribute to the second, third and fourth pillars of the United Nations Multi-Country Sustainable Development Cooperation Framework (UNMSDCF) for the English- and Dutch-speaking Caribbean countries, 2022–2026: “Economic reliance and shared prosperity”; “Equality and well-being”; “Resilience to climate change and natural resources management”; and “Safety, justice and rule of law.”
 - **Change strategies:** The following mix of strategies were used:
 - *Social and behavioural change* to address a range of constraints, including prevalent and influential harmful social norms, violence against children, and gender-based violence, and immunization reticence.
 - *Gender-transformative programming* to transform gender stereotypes and norms when planning, designing and implementing interventions, thereby influencing systemic changes in service delivery and empowering girls and women while fostering dialogue and engaging men and boys as well as women and girls in facilitating the rethinking of issues related to masculinity and violence;
 - *Systems-strengthening* to enable government counterparts to effectively implement evidence-based solutions so that policies, strategies, plans, budgets and systems holistically address the needs of children and their families and improve access to services and the realization of the rights of children and adolescents;
 - *Public and private partnerships and engagement* to utilize the convening power of UNICEF to engage a wide range of government and non-government partners, including those from the private sector, and collaborating with sister United Nations agencies and international financial institutions to improve effectiveness in service delivery and achieve accelerated results for children at scale;
 - *Evidence* as a driver of change to support the Government to produce evidence that can be used to influence and inform the development and implementation of equitable policies and programmes, identify emerging and strategic issues and measure progress towards national and global goals;
 - *Innovation, technologies and digital transformation* as part of collaboration with the Government to accelerate its efforts to introduce innovation and achieve digital transformation to improve the efficiency and effectiveness of public services;
 - *Evidence-based communication and advocacy* to help UNICEF to influence decision makers, stakeholders, and relevant audiences to support concrete actions that contribute to the realization of children’s rights.
 - **Geographic coverage:** Programmatic coverage for this CPD is largely national, particularly in the strategic approach to system strengthening. Interventions at the community level reflect “proof of concept” and were not at scale.
 - **Key stakeholders:** UNICEF Jamaica collaborated with duty bearers at the national and regional levels of government. These include the Ministries of Health and Wellness, Education, Youth Skills and Information, Labour and Social Security, and Justice. Key government agencies such as the Planning Institute of Jamaica, The Child Protection and Family Services Agency, The Early Childhood Commission and the Statistical Institute of Jamaica, allowed for targeted interventions. UNICEF has also established a Youth Advisory Council along with child and adolescent Climate advocates. Civil Society engagement has been crucial to community-based interventions, as well as collaboration with private sector companies and their foundations.

Table 9. Indicative budget by component and source for ongoing CPD cycle

Country Programme	Current CPD components	Indicative Budget (In thousands of US dollars)		Total
		RR	OR	

Belize	Every child lives free from violence	1,334	3,187	4,521
	Every child learns	1,462	3,884	5,346
	Every child survives, thrives and lives free from all forms of poverty	1,194	2,964	4,158
	Programme effectiveness	260	275	535
	TOTAL	4,250	10,310	14,560
ECA	Education	7,827	8,697	16,524
	Child protection	5,702	2,267	7,969
	Social protection	6,379	3,440	9,819
	Climate action and resilience	5,612	2,119	7,731
	Programme effectiveness	6,105	1,678	7,783
	TOTAL	31,625	18,201	49,826
Guyana and Suriname	Survive and thrive	1,700	2,000	3,700
	Education and skills	1,700	1,900	3,600
	Child protection	1,700	1,800	3,500
	Climate resilience and water, sanitation and hygiene	1,020	1,300	2,320
	Social protection and inclusion	850	1,000	1,850
	Programme effectiveness	1,530	1,800	3,330
	TOTAL	8,500	9,800	18,300
Jamaica	Child protection	825	5,700	6,525
	Education	650	4,000	4,650
	Survive and thrive	575	2,700	3,275
	Social policy	400	1,200	1,600
	Climate action and resilience	400	600	1,000
	Programme effectiveness	1,400	800	2,200
	TOTAL	4,250	15,000	19,250

Source: UNICEF Country Programme Documents (see <https://www.unicef.org/executiveboard/country-programme-documents>)

10.2. Evaluation matrix approach

Criterion	Evaluation question	Judgment criteria	Indicators	Sources of information	Methods
Relevance	How well do the programme objectives address the key barriers that affect children's rights?	<ul style="list-style-type: none"> •The programme was designed based on a comprehensive situation analysis of the barriers affecting children's rights •The programme design adequately responds to the key problems and root causes identified in the initial situation analysis and the current situation 	<ul style="list-style-type: none"> •Comprehensive situation analysis implemented •Congruence between initial analysis and objectives/priorities of the programme •Congruence between current priority problems and root causes and programme objectives/priorities 	Child statistics Initial situation analysis Programme design documents and frameworks Data from interviews with UNICEF programme staff, government and child rights experts	Updating of situation analysis Document review Key informant interviews
Coherence					
Effectiveness					

10.3. Evaluability assessment approach

Evaluability analysis using the following evaluability traffic light (low, medium or high) for the main criteria presented below. For the assessment of the quality of the indicators (criterion #10), it is recommended to prepare a separate matrix with a breakdown of the “SMART” nature of the indicators in order to rate them.

Step 1. Evaluability analysis by evaluability dimension

Evaluability traffic light key :

Low	Average	High
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Key dimensions and criteria of evaluability	Traffic light rating	Explanation
Programme design: relevance, logic and coherence of results frameworks; adaptation to the national context; and programme coherence.		
1. The program has a clear theory of change and/or logic model.		
2. The programme results framework is consistently aligned with the national context and priorities.		
3. Results chains are coherent, logical, with clearly articulated statements.		
4. The results statements and results framework take into account equity and gender considerations in programming.		
5. The results are clear and measurable (quantitatively or qualitatively).		
6. The intended beneficiary groups are clearly identified.		
7. Key assumptions, risks and mitigation strategies are specific.		
8. Assumptions about the roles of partners, government and UNICEF are explicit.		
9. The program's financial resources are aligned with the results.		
Information system: the suitability and validity of indicators, tools and systems to monitor, measure and verify results		
10. The programme indicators are of good quality (to be rated separately based on their SMART nature).		
11. The program has a monitoring system to collect and systematize information with defined responsibilities, sources and periodicity.		
12. Indicators and targets take into account equity and gender considerations in programming.		
13. A complete set of documents is available and accessible.		
14. The program has resources (human and financial) to provide data for monitoring and evaluation.		
15. There are plausible plans to monitor the role of partners, government and UNICEF in some practical way.		
Institutional context: general environment for carrying out a useful and quality exercise.		
16. There is a noticeable accessibility and availability of the interested parties.		
17. Resources (time, funding, skills) are available to conduct the evaluation.		
18. The time is right: there is an opportunity for an evaluation to have an impact.		
19. The primary users of the evaluation have been clearly identified.		

Step 2: Summary of the CPD results framework evaluability analysis

Evaluability traffic light key :

Low	Average	High
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Country programme results and indicators	Traffic light rating	Explanation according to SMART
Subject area 1		
Impact Statement 1		
Statement of Result 1.1		

Product Declaration 1.1.1		
Indicator 1.1.1A		
Indicator 1.1.1B		
...		

If not present in the body of the report, add the detailed matrix in the annex using the following structure that takes into account the results of the evaluability analysis presented in the Inception Report.

Step 3: Including evaluability by questions in the evaluation matrix

Criterion / evaluation question	Formation of judgment criteria	Indicators	Sources of information	Evaluability analysis	Collection methods
Relevance To what extent are the program objectives aligned with the priorities of the national government?				Low/medium/high: explanation of the results relevant to the evaluation question and the implications of the evaluability level on the selection/use of collection methods.	
....					

10.4. Expected CPE product outlines

These proposed contents for the following deliverables might be updated as needed but should at least include the following areas.

Deliverable #1: Inception Workplan

The inception workplan should articulate how the firm will begin operationalizing the exercise and is meant as a basis for both the evaluation team and UNICEF to agree quickly and clearly from early in the contract the sequencing, coordination, and execution of the CPEs. The contents of this inception workplan may build on the firm's technical proposal and will inform the next deliverable.

Deliverable #2: Inception Report

- 1. Introduction** with objectives of inception report, overview of inception phase, content/structure of the report
- 2. Purpose, objectives, scope and intended use** of the evaluation with any variations across CPEs clearly highlighted
- 3. Context** of the evaluation objects
 - summary of the country/regional context³⁶ (complemented by relevant annex)
 - synthesis of each Country Programme covered (complemented by relevant annex)
 - common TOCs (or reconstruction if absent)³⁷
 - summary of stakeholders per Country Programme (complemented by relevant annex)
 - other relevant synthesized information on the context
- 4. Evaluation framework**
 - common evaluation matrix (disaggregating each evaluation criterion with evaluation questions, sub-questions, indicators, information sources and methods of gathering information)
 - a complementary summarized evaluability assessment of the CPD and of each one of the questions (reflected in the evaluation matrix) with reference in the evaluation matrix (questions) to the use of the theory of change for the data collection and analysis
- 5. Methodology**, including:
 - rationale of the overall methodological design and analytical framework and the main data collection methods, including how ToC will guide the methodology (any variations by CPE to be highlighted)

³⁶ Relevant policy, socio-economic, political, cultural, power/privilege, institutional, international factors and how and how they relate to the implementation of the programme.

³⁷ If a theory of change exists that is useful for the evaluation it can be presented as part of the presentation of the object of the evaluation or added in annex. Its use as a framework for the evaluation needs to be clarified in the methodology section.

- specific methodological approaches, such as strategic relevance assessment, external coherence and positioning exercise (network analysis), gender analysis, etc. and their application in the different CPEs
 - sampling strategy and sampling sizes (i.e., estimated number of stakeholders to be consulted by method, location, or other attributes) per CPE
 - data analysis approaches (how the data will be analysed, including technique, software, etc.) with variations by CPEs clearly highlighted
 - overview of evaluability assessment results, including the adequacy of the intervention's monitoring system (including completeness and appropriateness of results/performance framework - including vertical and horizontal logic, M&E tools and their usage) to support decision-making
 - explanation of the operational integration of human rights, gender equality, disability, and equity approaches with any variations by CPEs clearly highlighted
 - ethical considerations and quality control
 - outline and approach for the Lessons Synthesis Report
 - limitations and mitigation measures
6. **Workplan** and description of the role and responsibilities of each team member, deliverables, quality assurance process, and dissemination plan to optimize use
7. **Annexes**, including for some of the below areas adaptations per Country Programme under scope of the contract:
- Context analysis (5-7 pages) per Country Programme
 - TOCs per Country Programme
 - Stakeholder mapping and analysis per Country Programme
 - Rapid evaluability assessment per Country Programme as outlined in Annex 10.3
 - Evaluation matrix per Country Programme (evaluation criterion, evaluation questions, sub-questions, judgment criteria and indicators, sources of information and methods of information collection with variations by CPE clearly highlighted) as outlined in Annex 10.2
 - Sampling (geographic, thematic, and stakeholder/institutional) per Country Programme
 - Fieldwork, site visits, and workplan per Country Programme including team member roles and responsibilities
 - Data collection instruments (survey questionnaire, interview guides, consent forms, protection protocols, etc.) with adaptations per Country Programme (as relevant)
 - Document and secondary data mapping
 - Other relevant methodological annexes with explanation and justification of adaptations to the general methodological design, specific approaches, limitations and mitigation strategies, etc.

Deliverables #3-4: Draft and Final Evaluation Report

The draft and final evaluation report should be easy to understand (numbered sections, clear titles and subtitles, numbered findings/conclusions/recommendations, written in accessible way for intended audience), well formatted and free from grammar, spelling and punctuation errors. It should use visual aids such as infographics, maps, tables, figures, and photos to convey key information. These will be clearly presented, labelled, and referenced in text.

0. **Cover pages** include the following: Name of evaluated object, timeframe of the evaluation, date of report, location of evaluated object, names and/or organization(s) of the evaluator(s), name of organization commissioning the evaluation, table of contents including, as relevant, tables, graphs, figures, annexes; list of acronyms/abbreviations, page numbers.
1. **Executive summary (max. 5 pages)** – *not included in the Draft Report*
 - Serves as a standalone document and includes necessary elements useful for informing decision making (overview of the intervention; evaluation purpose, objectives and intended audience, evaluation; methodology, key conclusions on findings, lessons learned if requested, key recommendations).
 - Does not introduce new information from what is presented in the rest of the report.
2. **Context and object**
 - Includes a subsection with a clear, concise and relevant description of the context of the intervention (i.e. relevant policy, socio-economic, political, cultural, power/privilege, institutional, international factors) and how context relates to the implementation of the intervention. It makes linkages to the

- SDGs and relevant targets and indicators for the area being evaluated, and presents a description of the status and needs of the rightsholders/beneficiaries of the intervention.
- Includes a subsection that synthesizes the intervention being evaluated, including: objectives, location(s), timelines, cost/budget, implementation status, its results chain/theory of change³⁸, target population (intended rightsholders and duty bearers), intervention stakeholders (including their roles and contributions in the intervention).
3. **Purpose, objectives and scope**
 4. **Evaluation criteria and questions**, including any reference to the use of rights-based frameworks as a framework for the evaluation
 5. **Methodology**
 - explanation and rationale of the overall methodological design;
 - explanation and rationale of different data collection methods, and applied sampling strategies
 - description of the methods of analysis, including methodologies for drawing causal inference
 - explanation of how human rights, gender and equity perspectives (including disability) were integrated in the evaluation design and process;
 - ethical issues and considerations;
 - description of limitations and constraints faced by the evaluation, including gaps in the evidence that was generated and mitigation of bias, and how these were addressed by the evaluation (as feasible)
 6. **Findings** should be presented in a fluid and logical manner, responding to the evaluation criteria and questions.³⁹
 7. **Conclusions and lessons learned**
 - Clearly formulated conclusions that reflect the purpose and objectives of the evaluation. They should be derived appropriately from findings and present a picture of the strengths and limitations of the intervention that adds insight and analysis beyond the findings.
 - If requested in the TORs a subsection with logical and informative lessons learned is included. Lessons learned need to be distinguished from conclusions and recommendations. Lessons learned are generalizations based on the evaluation that abstract from the specific circumstances of the intervention to broader situations. Lessons need to be clearly and concisely presented, yet have sufficient detail to be useful for intended audience.
 8. **Recommendations**
 - Recommendations need to align with the evaluation purpose, be clearly formulated and logically derived from the findings and/or conclusions. They need to be useful and actionable.
 - Recommendations are presented in way that they clearly identify the groups or duty-bearers responsible for action for each recommendation (or clearly clustered group of recommendations) and are prioritized and/or categorized to support use.
 - The section briefly describes the process for developing the recommendations and who was involved in their development (e.g. involvement of duty-bearers, as well as rights holders when feasible).
 9. **Annexes:**
 - TORs
 - Evaluation matrix
 - Theory of change and/or results chain/logical framework (unless included in the main body of the report)
 - List of people interviewed/consulted and list of sites visited
 - Lists of documents consulted/bibliography
 - Data collection instruments

Deliverables #5-6: Dissemination products

In addition to the main CPE deliverables described above, the following dissemination products will be prepared for promoting use and utility of the evaluation results:

³⁸ The theory of change can also be presented in a separate chapter or as part of the methodology, depending on its importance in the evaluation. Detailed description of the theory of change or results framework of the intervention can be included in annex.

³⁹ The original questions, as well as any revisions to these questions, will be documented in the report so that readers can assess whether the evaluation team sufficiently addressed the questions, including cross-cutting themes, and whether the evaluation objectives were met.

- **PowerPoint presentations** (or similar schematic) with an attractive/dynamic design that serves to present the evaluation summary to different audiences. This product will allow for sharing the evaluation findings, conclusions and recommendations to key stakeholders, which is used to validate and refine the recommendations and initiate the formulation of actions to respond to the recommendations. The event discussions, feedback and action points should be systematized and used to finalize the evaluation recommendations.
- **Evaluation Briefs** (with infographics/visualizations) summarizes the key messages of the evaluation summary of the evaluation to publish on social media and disseminate through other digital media.

Deliverable #7: Learning Synthesis Report matrix

The following provides an initial schema for developing the product synthesizing key lessons across CPEs under scope of this contract. As included in the outline of the Inception Report, the team the team will provide a proposal for this synthesis report's approach and outline during the design phase.

Criteria and Key Questions	CPE 1	CPE 1	CPE 3	CPE 4	Synthesis findings (trends)	Synthesis key lessons	Synthesis conclusions	Synthesis recommendations
Relevance								
Effectiveness								
Coherence								

10.5. Matrix of findings, conclusions, learning and recommendations

Criteria	Questions	Findings by questions	Conclusions	Lessons and good practices	Recommendations	Actions	Responsible actors	Priority
Relevance								
Coherence								
Effectiveness								

10.6. Key phases and activities for each CPE

The following provides a preliminary proposal for key phases and activities of each CPE exercise.

Phase	Key Activities
Inception phase	<ul style="list-style-type: none"> • Kick-off meeting, inception phase “plan” (including inception interviews) and regular “inception phase follow-up” meetings • Remote briefings and introductory interviews with UNICEF staff to understand the evaluation object, context, evaluation expectations and identification of key documents/data and actors • Initial identification of documents and secondary data, and initial documentary/literature review: <ul style="list-style-type: none"> - UNICEF will share an initial electronic document library to be further developed by the evaluation team - Evaluation team conducts initial systematization of RAM data and work plans to understand/map activities and interventions • UNICEF will contract a specialized consultant who will conduct data synthesis of main UNICEF internal administrative data sources. This analysis will serve as input for the evaluation team, contributing to a more efficient inception phase (see Methodology data collection and analysis section) • Rapid Evaluability assessment of both the intervention (CPD) and of the evaluation questions (see Annex 10.3) • Stakeholder mapping and analysis • Development of the evaluation framework and matrix (see Annex 10.2), methodology (including sampling strategy), data collection/analysis methods/tools, quality assurance (QA) strategies and workplan • TOC reconstruction and validation (to guide all the evaluation process: data collection and analysis, findings, conclusions and recommendations) • Establishment of a reference group • Ethical review and certification (the evaluation team should ensure that all evaluation team members have ethical certification for evidence generation) • Development, presentation and review of the Inception Report

	<ul style="list-style-type: none"> - Evaluation team prepares the Inception Report and conducts internal quality assurance (using and delivering the completed GEROS QA checklist) - Evaluation team presents the Inception Report to the technical committee and the reference group + its review by the management and reference group - Evaluation team adjusts the Inception report based on feedback, and shares final report • Inception Report Adjustment • Ethical review and certification (the evaluation team should budget in the proposal for obtaining ethical certification if necessary) • Final Inception Report external quality assurance and approval • Contribute to the design and planning of learning across CPEs and a cross-country Learning Synthesis Brief, including some trends/patterns that are repeated in all or most CPEs based on questions or relevant aspects of the evaluation questions (for more information See Annex 6)
Data collection and analysis phase	<ul style="list-style-type: none"> • Ongoing document review and secondary data analysis • Remote and in-person qualitative data collection among of key stakeholders and right holders • Implementation of online stakeholder survey • Data analysis and triangulation • Presentation of preliminary findings, conclusions and recommendations to the country-level management technical group (using the Matrix of Findings, Conclusions and Recommendations, see Annex 10.5) • Identification and presentation of preliminary findings of the cross-country learnings, findings and good practices
Reporting phase	<ul style="list-style-type: none"> • Based on the reviewed matrix of findings, conclusions and recommendations, preparation of a draft evaluation report (without executive summary) and internal quality assurance by the contracted firm's internal QA (using and delivering the completed GEROS QA checklist) • Review of the draft report by the technical management group and reference group • Event for disseminating the results and validating the recommendations⁴⁰ • Presentation of the draft evaluation report to the reference group • Report adjustment and preparation of final report (no longer than 50 pages excluding annexes) plus Executive Summary • Preparation of draft cross-country Learning Synthesis Brief
Finalization and dissemination phase	<ul style="list-style-type: none"> • Completion and approval of the evaluation report • Translation of the Executive Summary into Dutch for UNICEF Guyana/Suriname CPE • Communication documents: preparation and review of a final PPT presentation and an evaluation brief of 2-3 pages including sufficient graphic and visual quality, with key messages of the evaluation • Presentation to UNICEF and selected government counterparts • Completion and approval of the cross-country Learning Synthesis Brief

⁴⁰ The UNICEF offices will have to formulate a "management response" based on the evaluation recommendations. A validation event of the recommendations should establish the basis for this "management response". It is expected that during this participatory event the formulation of the recommendations will be refined, the appropriation of the recommendations by the UNICEF offices will be ensured (without compromising the independence of the evaluation team's work) and preliminary actions will be identified to respond to the recommendations.

10.7. Methodological design of CPE

Overall design and approaches

The evaluation design will be non-experimental and based on the application of mixed methods. The evaluation is utilization-focused and should incorporate a participatory approach, concentrating on the participation of its main users in the main phases of the evaluation, but considering available time and resources. Technical proposal should explain how the evaluation team proposes to put the approaches on use and participation into practice considering time and access constraints.

The different CPEs will use as much as possible common approaches and methods to enable efficient implementation, learnings across the evaluation implementation and comparability of findings. Nonetheless, evaluation priorities and some specifications of the evaluation framework may vary as well as stakeholders to consult, which will require country-specific adaptations to be discussed during inception. It is assumed that this design will be effective to strike a balance between the interests of each UNICEF office's interests and LACRO's guidance for learning across the region.

The CPEs will take the following general principles:

- Use as much as possible existing information already produced by the UNICEF office, including internal databases, reports, repositories of evidence, etc.
- Maximize the use of ongoing and recent evaluations, Programme Reviews, and other related evidence generation, with a view to reducing duplication (as well as evaluative burden) and to deepening the available data set.
- Allow for maximum ownership by UNICEF staff and place the least possible burden on UNICEF staff, with the aim to strike a balance between UNICEF office ownership and multi-country evaluation arrangements allowing some standardization of the aspects of the purpose, scope, evaluation questions, and overall methodology and team composition with a certain individualization to meet the varying interests of UNICEF offices.
- Align to Country Programme planning processes, in coordination with the UNICEF planning teams to ensure the evaluation feeds into the overall CPD design.
- Engage country, sub-regional and regional key partners throughout the evaluation process, including through participatory approaches.
- Work in a way that will allow sharing good practices and lessons learned across and within countries to promote the improvement of UNICEF's implementation of change strategies and accountability in all country contexts.
- Identify some key trends in the region that can inform other Country Programmes and promotes cross-fertilization.
- Apply human-rights based and equity-based approach throughout the evaluation, considering the use of rights-based frameworks, promoting participation of right holders and/or duty bearers, paying specific attention to inclusion and leaving no one behind, and using inclusive and empowering language. Data should be disaggregated as much as possible by sex, ethnicity, age, disability, etc. The evaluation should pay diligent attention to ethical issues.
- Ensure that context-sensitive and forward-looking analyses based on information and evidence available to inform forward-looking recommendations and way forward. Recommendations will need to be actionable, grounded in the evaluation findings and conclusions, prioritized and directed to specific stakeholders.
- Identify, in coordination with country and regional teams, any political sensitivities (including language) based on national contexts, and consider them throughout the data collection and reporting process to avoid unwanted risks affecting UNICEF's mandate (e.g. reputational, operational, diplomatic, etc).

Bidders should present a robust technical proposal and can propose an overarching conceptual framework or specific conceptual models considering these principles. Ultimately, the methodology will be agreed upon by the evaluation manager and the evaluation team based on the final questions and whether various attributes of UNICEF Country Programmes and evaluation process allow for use of different methods. The

inception report will include a rapid evaluability assessment of the different evaluations that needs to guide chosen methodology.

Taken these considerations into account, the overall evaluative framework proposes a theory-based evaluation with both quantitative and qualitative methods and data collection and analysis techniques. This requires revisiting the Country Programme's theory of change during inception and using it as a framework to guide methodology and analysis. The theory-based evaluation needs to pay particular attention to identifying how prioritized change strategies and key interventions are assumed to contribute to the Country Programme's desired systemic changes. Furthermore, the bidders are expected to consider, and further specify, the following approaches in their proposals:

1. Strategic relevance assessment. Assessing the relevance of the Country Programme is a key component of the evaluation methodology, aimed at informing the new CPD. This assessment considers several questions that align with UNICEF's Country Programme planning approach.⁴¹ The technical proposal should clearly articulate the proposed methodology to answer each question. The following elements are proposed:

- The assessment should identify: a) the critical child rights deprivations and their barriers/bottlenecks (causes) and the needs of the most excluded children and adolescents and b) national and global priorities. Once identified, the evaluation should systematically assess the extent to which the programme, in its design and implementation, addresses these critical deprivations, their causes, needs, and priorities. Additionally, the evaluation should analyse the factors that may explain why the CP may not address certain barriers, needs, or priorities, and identify areas where UNICEF has the strongest strategic position.
- This analysis should begin with a comprehensive and systematic review of: a) evidence of deprivation and its causes, as well as national and global needs and priorities; b) programme design documents (e.g. CPD, CPMP, strategic notes, annual management plans) and documents reporting on implementation (e.g. work plans, RAM, monitoring data). The evaluation team should anticipate and demonstrate the capacity to process a large volume of secondary documents and data. This desk review should then be complemented by primary data collection.

2. External coherence and positioning (network analysis). For each Country Programme, the CPEs aim to assess UNICEF's position, role, and comparative advantage in a network of stakeholders working around child and/or adolescent policies, programming, and advocacy. As part of this area of assessment, bidders should propose adequate methodologies, metrics, data collection and products building on the following characteristics of this method:

- Network analysis with visualizations, diagrams, and clear metrics including centrality (bridges), connections, community, quality of relationship (formal-informal, frequency) and roles.
- Focus on specific positioning issues (e.g. data and evidence, technical assistance, emergency response) most relevant to the UNICEF office being evaluated.
- Systematic sampling approach for identification of most prominent organizations and network actors (e.g. government, non-profit organizations, development partners, donors, private sectors), for example through an initial seed sample by UNICEF complemented by a snowball approach.
- Primary data collection through semi-structured interviews among the identified network actors through behavioural recall ("Who did you go to") rather than perception, opinions, or attitudes.
- Consultation with the identified network actors should not mention UNICEF as the study commissioner, so as to mitigate potential biases.
- Active reflection on the emerging results and network diagrams through a participatory way with UNICEF offices, particularly in terms of sensemaking of the analysis.

3. Gender analysis. UNICEF gender equality programming is guided by its [Gender Action Plan \(GAP\) 2022-2025](#) and has developed a comprehensive monitoring framework to measure its progress, including outcome indicators and indicators that measure institutional standards. In addition, CP outputs and activities are given gender markers and tags that indicate their contribution to gender equality using a

⁴¹ UNICEF (2022) UNICEF Country Programme Planning, Guidance to achieve SDGs by 2030

gender integration continuum.⁴² The evaluations should make use of the existing gender data (and reviews) and verify/interrogate/deepen it to assess the extent and quality of gender equality integration within the programme. This should be complemented and triangulated with primary data collection. A sample of interventions/results that are marked as gender transformative should be examined in-depth through document review and primary data collection to verify and learn about their transformative approach. In this area, the Multi-Country Programmes may require particular attention to any territorial differentiated approach,⁴³ analysis of indicators that may be country-specific, organization structure and resource allocation across countries, and issues of coordination and coherence across countries. Individual UNICEF country CPEs may require specific attention due to high-risk political contexts.

Data collection methods

The data collection methods will take a mixed methods approach with an emphasis on qualitative data collection. The following elements need to be considered in the proposals:

- UNICEF can provide data from its administrative information systems that are used for planning, contracting, monitoring, reporting and performance management. These can be used to map and analyse achievement of results, implementation of activities, budget allocation and expenditures, partnerships, and gender integration. These data can be particularly valuable to map out and analyse partnerships across the programme period and programmes. The access, usefulness, and comparability over time of such data needs to be assessed during the inception phase.⁴⁴ The bidding team should highlight in its proposal if it has demonstrated experience working with data from UNICEF's reporting and information systems.
- Document review is not to be considered as a mere informative exercise during the inception phase but as a core method to contribute to answering the evaluation questions. Document identification needs to take place during inception and will continue throughout the evaluation. The methodology should be aware of and prepared to take advantage of the accumulated and in-process evidence generated through research, studies, and evaluations conducted within the UNICEF and relevant partners. The technical proposal should demonstrate how document and secondary data review and analysis will be integrated in the methodology and evaluation process, and the evaluation team needs to foresee the capacity to process and analyse a large amount of secondary data efficiently.
- UNICEF will separately contract a consultant who will conduct data synthesis of main UNICEF internal administrative data sources using a combination of content analysis and natural language processing (NLP) based on a common analysis framework for the Country Programmes. The analysis will summarize data about the programme context and different aspects covered by the evaluation criteria. It will generate a summary report per Country Programme consisting of both narrative as well as quantitative syntheses that the evaluation team will use in its analysis. This structured output will be available towards the beginning of the contract to streamline use of internal data for the evaluation team.
- The methodology will include qualitative primary data collection to complement secondary data. The evaluation team must propose in its technical proposal the qualitative methods to be applied and justify with whom and for what purpose the methods will be applied and how (for example, in person or virtually).
- It is expected that the evaluation team consults around 40-60 key informants per country, on average, for in-depth qualitative data collection.⁴⁵ The key informants will be purposefully selected among key programme stakeholders based on a stakeholder mapping conducted during inception (including, government counterparts, implementing partners, development partners such as other UN agencies, donors, among others). In addition, the consultation of experts not involved in the programme but with experience in the subject of children's rights should be considered as they can provide an external perspective on the rights situation in the country. UNICEF will facilitate contact information and

⁴² See [UNICEF \(2019\) UNICEF Guidance on gender integration in evaluation and https://gendercoordinationandmainstreaming.unwomen.org/gender-marker-implementation-unicef](https://gendercoordinationandmainstreaming.unwomen.org/gender-marker-implementation-unicef)

⁴³ For example, the ECA multi-country programme has applied a differentiated approach to programme implementation per country typology, varying programme intensity by type of country.

⁴⁴ The inception report should include a mapping of documents and secondary data that the evaluation team proposes to use to answer the evaluation questions.

⁴⁵ The 40-60 range may be greater or lower depending on the context of the programme, particularly size and reach.

introduction with stakeholders, but the evaluation team is responsible for the selection (ensuring independence and variety of voices) and interview logistics (scheduling, implementation) in coordination with UNICEF. Therefore, the evaluation team needs to have the experience and capacity (local if needed) to schedule and implement data collection adjusting to the needs and context of the informants (e.g. meeting platforms, language, timing).

- The evaluation team needs to implement an online survey among programme stakeholders covering a limited number of mostly closed-ended questions. UNICEF LACRO has developed a standard questionnaire for Country Programme evaluations that should be slightly adapted to each Country Programme (among others, considering contextual sensitivities). The evaluation team needs to construct the survey listing of stakeholders with UNICEF country office support, programme the questionnaire in a survey platform that allows for skip patterns and manage the survey to assure an adequate response rate. Bidders need to demonstrate their experience with online surveys, indicate the survey platform to use, and propose any methodological and technological features that will contribute to high quality data collection. An anonymized database of the survey results will be made available to UNICEF LACRO in order to facilitate cross-country comparison of the information for evidence synthesis purposes.
- Considering the network analysis elaborated in more detail above, the bidders should articulate how overall methodologies for this analysis are sufficiently integrated into qualitative and quantitative data collection methods.
- UNICEF promotes the meaningful participation of right holders throughout its evaluation processes. Qualitative data collection with adolescents and youth needs to be foreseen in each CPE. This can be among adolescents/youth who form part of a UNICEF consultative body or advocacy group, or/and adolescents/children who benefit from specific UNICEF-supported programmes (see Annex 10.1). The focus and scope of consultation will be determined during inception with the UNICEF office. The children/adolescents/ youth need to be engaged in activities that are critical to the Country Programme. The consultation needs to be meaningful, consider ethical and safeguarding standards and be inclusion- and gender-sensitive. The bidders need to propose adequate data collection methods for child/adolescent consultation and demonstrate their capacity and experience to implement such data collection. In line with UNICEF's Procedure on Ethics in Evidence Generation, data collection among minors requires external ethical review, and therefore such external ethics review should be considered in the workplan.
- All data collection tools will be submitted to UNICEF for review prior to the start of the data collection. All consultations, interviews, etc. must be approved by UNICEF.
- When applicable, consultation with community influencers/representatives or/and community service providers needs to be foreseen to represent local perspectives on programme delivery issues. Such perspectives are valuable to better understand, among others, how well the programming is operationalized at local level across different programmes and contexts; how convergent programming and equitable access to services are experienced locally; how effective UNICEF's approaches are to reach the most vulnerable; and what can be learned from gender integration at local level. Sampling will be required for data collection at this level, a preliminary approach for which the bidder needs to present in the proposal.
- The evaluation team will collect information at both national and subnational/local levels, and in the case of the Multi-Country Programmes of ECA and Guyana/Suriname at multi-national level. At the subnational level, it is suggested that at least two subnational entities (e.g. departments) be selected for data collection. The objective of subnational data collection is to assess, among others, how specific strategies, programme coherence, resource use, and leaving no one behind play out at local level. Furthermore, it can contrast UNICEF's strategic position at national versus subnational level. Considering these objectives bidders need to propose in their technical proposal a sampling strategy for subnational data collection.

Innovations

Bidders are encouraged to incorporate innovative practices to improve the quality of the evaluation process where possible. This could be evident in several ways, such as the design of the methodology (i.e. use of technology for data collection), participatory processes, systematic analysis processes such as

collaborative reporting of results, or specific strategies to address complexity such as results assessment, a strong focus on children's rights, or ways of sharing evaluation findings.