

TERMS OF REFERENCE FOR SERVICE CONTRACTING

Assignment	Evaluation of UNICEF Middle East and North Africa Regional Office Management Plan
Location	Remote with travel to Amman, Jordan
Duration	5.5 months (incl. payment time)
Estimated number of days	45 days for the evaluation team leader 55 days for the evaluation team (30 for a senior expert and 25 for a junior expert) TOTAL 100 days
Reporting to	MENA Regional Evaluation Advisor

1. Introduction

The UNICEF Regional Office for Middle East and North Africa (MENA RO) is undertaking an evaluation of its Regional Office Management Plan 2022-2025 (ROMP). The terms of references (ToR) outline the purpose & objectives, the scope and the methodological framework of the evaluation, as well as the operational modalities.

The evaluation will be undertaken by an evaluation team, under the management of the UNICEF MENA RO regional adviser evaluation within the boundaries set by these ToR and the inception report of this evaluation. The evaluation is to be conducted in quarters three and four of 2024.

The ToR reflect the understanding of the evaluand, based on a light stakeholder consultation and document review. The evaluation team is expected to develop an in-depth understanding of the evaluand during the inception phase and to use this to further develop and operationalize the evaluation approach in the inception report, building on the ToR.

2. Background

The Regional Office Management Plan 2022-2025

UNICEF Regional Offices (ROs) develop a **four-year Regional Office Management Plan (ROMP)**, which outlines how the regional office will fulfil its respective roles and functions to address regional challenges while enabling the collective achievement of the results of the UNICEF Strategic Plan 2022-2025¹. The ROMP is meant to support and guide the RO as well as the 16 COs in MENA (covering 20 countries) in addressing regional challenges and in contributing to achieving the results of the UNICEF Strategic Plan within the context of the MENA, a region of contrasts; it is home to a culturally diverse group of low, middle- and high income countries and child poverty remains high in most countries, ranging from 16 per cent in Egypt to 76 per cent in Yemen. The MENA region is also characterized by the multiple emergencies that occurred since 2022. A brief overview of the MENA context is provided in Annex 1.

The ROMP 2022-2025 of the MENA Regional Office (hereafter referred to as ‘the ROMP’) was developed in 2021 by the MENA RO through engaging with the Country Offices (COs) of the region and along the primary accountabilities of the RO in i) overseeing, including quality assurance, guiding and supporting MENA COs in delivering results, ii) strategically engaging in partnerships in support of achieving the intended results in MENA and iii) leveraging public and financial resources to support and advocate for progress towards the Sustainable Development Goals, respect for international humanitarian law and the fulfillment of child rights. The development of the ROMP was informed by the *UNICEF procedure on development of office management plans of headquarter divisions and regional offices* (2021).

The MENA RO 2022-2025 ROMP is structured around **nine outcomes: six² programmatic outcomes and three additional outcomes for change strategies and enablers**. The six programmatic outcomes (known as regional accelerators) mirror the five interconnected goal areas of the Strategic Plan 2022-2025, which are linked to the children’s rights under the Convention on the Rights of the Child. Nutrition was initially included in outcome 1 (Health and Nutrition) and has been separated in the middle of 2023 as a standalone nutrition outcome given the increasing importance of nutrition in MENA across the various typologies of countries we have in the region; accordingly, an accelerator on nutrition has been created (see below). As for the three additional outcomes: one outcome focuses on the **Whole of Syria Operation** and coordinating the **Area Programme for Palestinian Children and Women**, another outcome reflects the operationalization of **change strategies**, and the last outcome captures strength and compliance in governance, culture, people, and management **enablers**. The **humanitarian action**, which is core to the work of UNICEF in MENA and is guided by the Core Commitments for Children in Humanitarian Action, is anchored in dedicated outputs under each of the six programmatic outcomes, the Whole of Syria outcome, the Business Enablers & Management areas, as well as under an Effective Change Strategy dedicate to Humanitarian Preparedness (7.3) (the results structure of the ROMP is provided in Annex 1).

The MENA ROMP 2022-2025 prioritizes a set of six key “**accelerators**”. These accelerators are the region’s focused, context-specific response to child rights deprivations and opportunities in MENA and represent the region’s strategic contribution to accelerate progress towards achieving the SDGs by 2030 in line with the

¹ The Strategic Plan defines how UNICEF’s work at country, regional, and global levels contribute to the impact and outcomes across five goal areas. Different elements, such as principles, cross-cutting priorities, enablers, and change strategies, are integrated into the Strategic Plan. See also *UNICEF Procedure on Development of Office Management Plans of Headquarters Divisions and Regional Offices* (2021).

² The ROMP had originally five programmatic outcomes: nutrition was initially included in outcome 1 but has been separated as a standalone outcome following the Mid-Term Review of the ROMP; accordingly, an accelerator on nutrition has also been created.

Convention on the Rights of the Child (CRC) and the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW). Each accelerator has a clearly defined vision and a road map to deliver on this vision. The six MENA accelerators are:

1. Strengthening Primary Health Care (PHC)
2. Skills, learning and employability.
3. Ending violence against children
4. Climate crisis with a focus on water scarcity
5. Strengthening national social protection systems
6. Preventing and treating malnutrition

The *UNICEF procedure on development of Office Management Plans of headquarter divisions and regional offices (2021)* provided the direction of integrating approved recommendations from various organizational improvement initiatives³, aiming to strengthen UNICEF's ability to accelerate results for children. Some of these organizational improvement initiatives informed the enablers and change strategies of the ROMP, which are reflected in two ROMP outcomes.

The ROMP is accompanied by an Integrated Results and Resources Framework (IRRF) to support results-based management and the ROMP outlines the mechanisms for monitoring the results and for risk management. Furthermore, the ROMP provides an analysis of the needed resources together with a proposed office management structure and budget, and outlines the change management strategies.

MENA RO conducted a mid-term review (MTR) of the ROMP from September 2023 until March 2024. The MTR identified key areas of progress and identified challenges, and includes an agreement on strategic shifts, aiming to further bolster organizational performance during the second half of the ROMP's implementation period. The ROMP evaluation has been originally planned to take place in 2023 as per the ROMP Costed Evaluation Plan yet was postponed until after the completion of the MTR to build on the insights of the MTR.

3. Purpose, objectives, users and scope

Purpose

The ROMP serves both accountability and learning purposes, with a higher emphasis on the learning purpose. The evaluation's overall purpose is to gain insights in the ROMP as an instrument used by MENA RO to leverage organizational performance for **making progress towards the realization of child rights in the MENA countries** (accountability). The evaluation is expected to provide insights on how the ROMP can further strengthen the organizational and development performance of UNICEF in the MENA region (organizational learning). These insights are of strategic importance given that they will feed into the design of the next ROMP 2026-2029 (inform decision-making), expected to start in Q4 of 2024. The evaluation is formative in nature.

Objective

The objectives of the evaluation are to:

1. Assess the relevance and adaptability of the current ROMP as an instrument for guiding progress towards the achievement of child rights in MENA in line with the Strategic Plan 2022-2025.

³ These included approved proposals and recommendations related to UNICEF business models, programme authority and technical leadership, knowledge and data, partnership approaches, business process efficiencies, digital transformation, innovation, culture change and workforce planning.

2. Assess the performance of the current ROMP against its goal area outcomes, including the accelerators, and the use of the ROMP by MENA RO to support and guide MENA country offices in realizing child rights.
3. Assess the positioning of UNICEF as the knowledge leader in the region on the realization of child rights through the strategic generation, dissemination, and use of evidence by MENA RO and COs.
4. Identify good practices and lessons learned that are insightful for the development of the next ROMP 2026-2029 and that are drawn from the strengths and challenges in the design, operationalization, and use of the current ROMP.
5. Develop actionable recommendations to inform the design and operationalization of the next ROMP 2026-2029.

Users

The primary intended users of this evaluation are the UNICEF MENA Regional Office Management Team (ROMT, RO level) and the UNICEF MENA Regional Management Team (RMT – grouping Country Offices). Secondary users include the Division of Data, Analytics, Planning, and Monitoring (DAPM) at HQ, as well as the other Regional Offices of UNICEF since this is the first evaluation of a ROMP in UNICEF.

Scope

The **thematic scope** covers all areas of the ROMP. The evaluation will put a focus on RO's and ROMP's roles related to achieving child rights in MENA. This includes RO's support provided to COs in the region and regional efforts coordinated by RO.

In terms of stakeholders of the ROMP, the scope is limited to internal stakeholders of the ROMP, more precisely UNICEF MENA RO, MENA COs and targeted divisions at UNICEF HQ that are relevant for assessing the link between the ROMP and the Strategic Plan. The data collection may target external stakeholders for the purpose of triangulation (to be decided as part of the inception phase).

The **geographical scope** is aligned with that of ROMP. Geographically, the evaluation is expected to take into account at all stages the diversity of the countries in the MENA region, together with the occurrence of major and multiple emergencies occurring in the region during this ROMP, and adding to crisis and post-conflict situations that pre-date this ROMP.

The **temporal scope** covers the timeframe of the ROMP 2022-2025, in practice from January 2022 until the start of the evaluation in Q3 2024.

4. Evaluation questions

The evaluation is expected to answer the set of seven evaluation questions below; these questions are based on the evaluation purpose and objectives and on the initial scoping consultations with the RO key stakeholders. The stakeholder consultations resulted in the identification of sub-questions for most of the eight key evaluation questions, these sub-questions are reflected in Annex 3. The evaluation sub-questions may not cover all relevant dimensions of a key evaluation question; the evaluation questions are therefore expected to be further unpacked as part of the inception process, and this in line with the evaluation purpose and objectives and following the results of consultations with the key stakeholders. This may lead to refining the evaluation questions and to changing/adding/deleting evaluation sub-questions. The final set of evaluation questions and their sub-questions is expected to consider the principles and cross-cutting issues of child-rights, gender, disability inclusion and sustainability considerations.

The seven key evaluation questions cover the evaluation criteria of relevance, coherence, effectiveness, efficiency, impact and sustainability⁴

1. To what extent does the ROMP reflect the needs of MENA countries in terms of supporting those countries to address child rights in a relevant and coherent way and in alignment with the UNICEF Strategic Plan 2022-2025? (relevance, coherence)
2. To what extent has progress been made in achieving the outcomes of the ROMP in MENA region to date and to what extent has the use of the ROMP contributed to this? (effectiveness, impact, efficiency, sustainability)
3. How fit-for-purpose were the operational core-elements, the enablers and the change strategies of the ROMP? (relevance, efficiency, effectiveness)
4. To what extent have the accelerators fostered results in MENA countries? (effectiveness, efficiency)
5. How agile has MENA RO been in supporting COs with diverse needs and characteristics, particularly balancing between humanitarian and development needs? (efficiency)
6. How well did MENA RO contribute to risk management, risk informed programming and emergency preparedness at CO and RO level? (efficiency)
7. To what extent did evidence generated and disseminated by UNICEF contribute to strengthening of UNICEF's positioning in the region as a knowledge leader on child rights? (effectiveness, sustainability)

6. Methodology

The evaluation will be utilization-focused and follow a theory-based approach. The evaluation will follow a robust methodological framework, ensuring that the evaluation is being conducted in line with the UNEG Norms and Standards for Evaluation, the UNICEF adapted UNEG evaluation Report Standards, the UNEG Ethical Guidelines for Evaluation and the UNICEF Procedure on Ethical Standards in Research, Evaluation, Data collection and Analysis. The methodological framework for the evaluation will provide a structured plan for the conduct of the evaluation, including the overall approach, a concise theory of change sufficient to support a theory-based evaluation approach, a stakeholder mapping and light analysis, the data collection methods, instruments and analysis techniques, the evaluation principles related to the evaluation ethics and quality standards and the overarching evaluation matrix. The methodological framework of the evaluation will build further on the elements outlined below and is to be finalized during the inception phase.

It will use a mixed quantitative⁵ and qualitative methods. Primary data collection is conducted in form of online survey among UNICEF staff at the country level and key informant interviews at RO and selected COs as well as HQ. Analyses will build on ROMP MTR. If the evaluation team wish to propose alternative/additional data collection methods to complement or refine those listed below, this should be agreed upon during the inception phase.

⁴ Impact and sustainability are covered in a limited way given that the link between the ROMP and achieving impact level results is weak, and given the challenge to define sustainability in the current unstable context of the MENA region. The evaluation team might reconsider the importance of these two criteria as part of the inception phase.

⁵ Existing quantitative data include ROMP indicators, Country Strategic Indicators, and Multiple Indicator Cluster Surveys.

Desk Review of data and documents: The evaluation team will review existing documents directly and indirectly related with ROMP 2022-25. During the evaluation kick-off meeting, a set of relevant documents will be shared with the evaluation team. They include but not limited to UNICEF Strategic Plan 2022-25, MENA Regional Office Management Plan 2022-25, Results Assessment Module (RAM), RO Annual Reports, Annual Management Plans, Mid-Term Review report, rolling workplans, accelerator technical guidance notes, regional evaluations, regional studies, annual CO client satisfaction surveys, MENA RO lessons learnt report on 2023 emergency action, Country Programme Documents, Country annual reports, Budget and Financial documents, organizational policies & guidelines, institutional effectiveness evaluations, and associated assessments. In terms of data, the evaluation team is expected to review monitoring data, data from large surveys, and relevant financial and administrative data. Relevant studies and research are expected to be included as well. During the primary data collection, key informants may suggest additional documents to inform the analyses.

Online Survey: will be administered among UNICEF staff at COs in the region. It will provide preliminary evidence and insight which can be further unpacked through key informant interviews. The survey will elaborate and address evaluation questions after conducting an initial desk review. For example, a non-anonymous client satisfaction survey is conducted in 2022 and 2023 among COs to receive feedback on RO's support and oversight provided to COs. The online survey could build on it.

Key Informant Interviews (KII): The evaluation team will conduct key informant interviews as a part of primary data collection. The list of key informants will be agreed and finalized during the inception phase. COs will be stratified, based on typology. From each group, CO key informants will be sampled for interviews. Given the wide scope of evaluation, snowball purposive sampling approach will be used to extend the list of interviewees. In total, the number of interviews is anticipated to be about 50-60.

Focus Group Discussions (FGD): While data collected through the online survey and key informant interviews are analyzed, the evaluation team may organize limited number of focus group discussions to further investigate certain findings.

Case study: Regarding evaluation objective 4 and evaluation question 8, the evaluation will select two cases to deep-dive specific and innovative good practices which are particularly useful for organizational learning by MENA RO and COs. Cases are to be selected and agreed during the inception phase and should be related to two specific programme areas, or to one programme area and one cross-cutting area, and to organizational design **and improvement initiatives**; the case studies should be explored at the decentralized as well as be informative on these initiatives at the regional level. The analyses will be based on data collected from the desk review and the KIIs. These case studies should capture and demonstrate good practices and lessons learnt related to the above-mentioned evaluation objectives and the good practices and lessons learnt should aim for wider organizational learning beyond the MENA region.

Regarding data analysis techniques, the evaluation team will identify during the inception phase the data analysis techniques that will be used to analyze the collected data, and to engage in sensemaking of the data. The data analysis techniques include the triangulation approach, and the evaluation team is expected to make use of a concise Theory of Change to guide the analysis process.

The inception report will specify in which (separate/parallel/overlapping) sequencing the data collection will be organized so that the evaluative thinking can be supported from the onset through optimal engagement between the emerging findings of the different data sources. For the same purpose of ensuring sound evaluative thinking, the inception report will also outline how the evaluation team will ensure a maximum exchange of preliminary findings during the data collection phase.

The evaluation team will involve the stakeholders in the sensemaking process, in line with the principle of utilization focused evaluations.

7. Limitations

While ROMP guides COs as well as RO, this evaluation focuses on the ROMP design and RO's associated work. Accordingly, no field visit is anticipated for data collection. Similarly, as the government partners are unlikely to be well aware of RO's support, no UNICEF partner will participate in the evaluation process.

On-going emergencies, particularly in Palestine and Sudan, may affect timely availability of key informants and response rate for the online survey. The evaluation team will further detail limitations and propose mitigating solutions during the inception phase.

8. Expected deliverables and duration

Deliverables of this contract are the inception report, a presentation of the preliminary findings & recommendations, response to the comments in the comment matrix, final report including the executive summary, a slide deck (15-20 slides), and two standalone case studies. All are to be delivered in English language.

Inception report should describe understanding of context, evaluation subject, evaluation purpose, and scope. The evaluation questions are expected to be further unpacked as part of the inception process which may lead to refining the evaluation questions and to changing/adding/deleting evaluation sub-questions. The inception report should elaborate on the methodology suggested in this ToR, including for case studies, and detail the workplan. It should also have a stakeholder mapping and concise analysis, a concise Theory of Change to guide the evaluation, clarify roles and responsibilities of each member in the evaluation team, quality assurance measures, risks & mitigation measures, and measures to observe the ethical principles. An evaluation matrix, containing evaluation questions, sub-questions, measures/indicators, data sources, and data collection methods, must be included in the inception report, along with primary data collection tools (e.g. survey questionnaire and interview guide) and a list of key stakeholders interviewed during the inception phase and of the desk review conducted as part of the inception phase.

Final report should have a 4-5 pages executive summary which can serve as a standalone piece. The body of report should include contextual background, description of evaluation subject, evaluation purpose, scope, intended audience, evaluation questions, methodology, main findings, conclusion, good practices/lessons learnt, and recommendations. Final report should not exceed 60 pages, excluding annexes.

Two knowledge products associated with case study mentioned under the section methodology above will be developed separately, which elaborates on good practices identified during the evaluation. Each case study should be maximum 5 pages and contain summary of good practice, relevant context, key issues addressed, and potential for replication. Final version should be professionally designed for dissemination.

The table below details the preliminary timeline for deliverables and main tasks for the evaluation. The assignment is to be carried out between 18 August and 10 December, for approximately 3.5 months. One month will be added for administrative and payment purposes.

Phase	Deliverable/Decision	Duration	Comments
Inception phase			
Kick-off meeting		2h	Evaluation team – evaluation contractor – client – evaluation manager. After contract signature.
Inception, including literature review	Final draft Inception Report (20-25 pages, excl. annexes)	2 weeks	Following the kick-off meeting
Inception Report quality assurance and circulation for comments and approval Inception Report by the Steering Committee		2 weeks	The circulation for comments by the stakeholders takes place after all quality assurance comments have been addressed. Duration is extended if additional round of quality assurance is needed.
1th Payment against deliverable – 20%			After the acceptance of the inception report by the evaluation manager, following approval of the report by the Steering Committee.
Preparation data collection phase	Data collection instruments tested.	<i>In parallel with approval inception phase</i>	This runs in parallel with the approval of the inception report. The preparation includes a detailed planning of the data collection phase including the organization of the practicalities around the field work and the testing & adaptation of data collection instruments (online survey mainly).
Data collection and analysis			
Data collection and sensemaking of the preliminary findings	Data collection	3 weeks	
Preliminary findings presentation	Preliminary findings presentation and sensemaking meeting.	1 day	In a workshop with the stakeholders of the evaluation, at the end of data collection phase and before report drafting. Purpose is to receive feedback from stakeholders on preliminary analysis & sensemaking and develop a sense of potential recommendations. A second more in-depth workshop might be organized with the team in charge of developing the new ROMP either here or following the validation and co-construction of recommendations workshop.
Report drafting			
In-depth analysis and report drafting	First draft evaluation report (40-50 pages, excl. annexes)	2 weeks	
Quality review		1 week	Quality review ends when all major quality review observations made by the evaluation manager have been addressed so that the report is ready for commenting. The duration of this phase might be extended for this reason.

2nd payment against deliverable – 35%			Following the release of the second draft for stakeholder commenting by the evaluation manager
Commenting phase and case studies	Second draft evaluation report	2 weeks	Second draft evaluation report, after all quality review comments of the UNICEF evaluation manager have been addressed by the evaluation team leader. The second draft will include the 3-4 pages executive summary. Commenting by all stakeholders typically takes 2 weeks.
	Case studies first draft		Case studies to be submitted in the second week of the commenting phase.
Validation and co-construction workshop	Comments table addressed. Third draft evaluation report.	1 week	Workshop with limited number of stakeholders to provide feedback on the integration of the comments in the evaluation report and to refine and validate the proposed recommendations. The evaluation manager may decide to have a second workshop on the validation of the case studies. Duration is extended if the comments are not sufficiently addressed.
Final draft and review hereof	Fourth and final draft	1 week	Includes addressing all comments in the comments table and in the evaluation report, followed by quality assurance of the final draft version of the evaluation report and the comments matrix. Duration is extended if additional round of quality assurance is needed.
Final report			
Final report and slide deck.	Final evaluation report (40-50 pages, excl. annexes), including the 4-5 page executive summary Final case studies.	1 week	Acceptance of the evaluation report (incl. executive summary), the case studies in a professional design, and the slide deck by the evaluation manager.
Dissemination workshop	TBD	2 days	
3th and final payment against deliverable– 40%			After acceptance of the evaluation report (incl. executive summary), case studies and slide deck by the evaluation manager.

9. Evaluation governance arrangements

Evaluation contractor. The company contracted for the evaluation is responsible for the overall delivery of the evaluation according to the ToR and the inception report, and in line with the quality standards of UNICEF. The company ensures that the team profile covers collectively the skills and experiences described in these terms of references and that functions well, provides backstopping to the evaluation process when needed, ensures that the quality of the deliverables meets UNICEF’s requirements, and takes adaptive measures when needed on all the above. The evaluation contract manager has periodic meetings with the UNICEF evaluation manager on the contract implementation.

The **evaluation team leader** is responsible for conducting the evaluation as described in these terms of references and subsequently operationalized in the inception report, for the timely delivery of evaluation deliverables and for their compliance with the UNICEF evaluation quality and ethical procedures that apply,

and for the day-to-day coordination, technical oversight and management of the evaluation team members. S/he ensures that the content of the evaluation report addresses the evaluation questions and responds to the purpose and objectives. The evaluation team leader will in collaboration with the evaluation manager develop a realistic design and workplan for the evaluation. The evaluation team leader leads on the evaluative thinking throughout the evaluation process, from inception report to final report, ensuring that the evaluation findings reflect a sufficient level of evaluative insights and sensemaking. S/he ensures that the data collection, analysis and the deliverables uphold the UNICEF standards and works closely with the evaluation manager responsible for reviewing the deliverables until the approval of the deliverables. The evaluation team leader presents the preliminary findings to the stakeholders and facilitates interaction on the findings and provides written responses to comments made from key-stakeholders on the draft report through the comments-matrix. Finally, the evaluation team leader provides regular progress reports to the evaluation manager and is the liaison person for all communications of the evaluation team with UNICEF.

The **UNICEF evaluation manager** coordinates and manages the evaluation process, provides oversight and conceptual support and inputs into all aspects of the evaluation, ensuring that the evaluation process and the evaluation deliverables respond to the UNICEF quality and ethical requirements for evaluative work, and to the UNEG evaluation norms and standards and that the deliverables respond to the evaluation purpose and objectives and address the evaluation questions. The evaluation manager quality reviews all the evaluation deliverables and clears & recommends all deliverables for payment. The evaluation manager has weekly/periodic meetings with the evaluation team and liaises with the UNICEF client and other stakeholders to facilitate access to data, information, and stakeholders.

An **Evaluation Steering Committee** is a group of stakeholders acting as the decision-making body of this evaluation: the Steering Committee endorses the inception report, which includes taking final decisions on the scope, purpose, objectives and evaluation questions and the methodological approach of the evaluation. Any unforeseen events and challenges that the evaluation might face during its implementation should be discussed with the Steering Committee when these affect the agreement of the Steering Committee on the ToR and the Inception report.

The Evaluation Steering Committee consists of the MENA RO Regional Director who is the chair of the steering committee. The Evaluation Steering Committee Members are the Deputy Regional Director Programmes and Partnerships, the Deputy Regional Director Operations, the Chief of Programme and Planning, five regional advisers (two related to the goal areas, one cross-cutting, one related to the humanitarian team and one related to the operational management side of MENA RO). The CO level will be represented by two Representatives, two Deputy Representatives (Operations and Programme), one Chief Planning-Monitoring and one Chief Advocacy and Communications. The chair will appoint a chair OIC if needed. The secretariat is ensured by the Regional Evaluation Adviser who is the evaluation manager.

Additionally, an evaluation reference group may be created to support the implementation of the evaluation from a technical perspective.

10. Qualifications of the evaluation team

The evaluation team should have the experience, qualifications, mix and complementarity of expertise to manage the evaluation effort. To the extent possible, the composition of the team follows the guidance below, with proper justification for departing from the guidance. See also the technical assessment grid below for further details.

EVALUATION TEAM LEADER	
Evaluation Team leader <i>Evaluation expert</i>	Responsibilities: <i>see section evaluation governance arrangements</i> Qualification & experience

<p>Estimated level of effort = 45 days</p>	<ul style="list-style-type: none"> • Master’s degree in public management, economics, international development, social sciences, or a related area • Strong skills and expertise in evaluation theory and conceptual frameworks, and strong qualifications in qualitative and quantitative data collection tools, and in data analysis methods. Experience with theory-based evaluations and participatory development of theories of change. • Extensive experience as evaluation team leader, including on strategic (programme & institutional) evaluations • Strong analytical skills and extensive experience in conducting similar strategic-level evaluations/analytical work related to institutional and development effectiveness, strategic planning, organizational management, change management • Sound understanding of the child rights agenda, of UNICEF’s mandate and of UNICEF’s programme cycle • Good understanding of integrating gender and human rights into evaluation design and implementation • Strong understanding of the UNEG norms and standards for evaluation, and of the UNICEF procedure on ethics in evidence generation. Familiarity and satisfactory experience executing a contract with UNICEF evaluation (at any level) is an added advantage • Good understanding of the MENA regional context, with previous experience in conduction evaluations or research or other strategic analytical work in MENA being an asset • Strong interpersonal skills <p>Excellent level of English (oral communication, reading documents, writing complex reports); proficiency in Arabic is desired</p>
EVALUATION TEAM	
<p>Strategic Management Specialist Estimated level of effort = 30 days</p>	<p>Responsibilities. Ensure that the evaluation methodology, including the data collection instruments, builds on top-notch knowledge of strategic management theories and frameworks and that the sensemaking of the findings is done building on a sound understanding of strategic management. The incumbent therefore takes part in the entire evaluation process, including in the data collection.</p> <p>Qualification & experience</p> <ul style="list-style-type: none"> • Master’s degree in public management, economics, international development, social sciences, strategic/organizational management or a related area • Extensive experience in strategic planning and organizational management, ideally both in terms of current practice in international organizations, the public sector and the private sector. Experience with the UNICEF • In-depth knowledge of strategic management theories and frameworks and being abreast of the latest evidence-based insights, trends, and new approaches in this area • Demonstrated experience in evaluation, preferably in all of the following areas: developing the evaluation methodology, data collection, data analysis and sensemaking; integrating gender and human rights into evaluation design and implementation; applying the UNEG norms and standards for evaluation, and with the UNICEF procedure on ethics in evidence generation (of similar procedure) is an asset • Good understanding of integrating gender, disability and human rights into evaluation • Strong interpersonal skills • Fluency in English
<p>Data Specialist Estimated level of effort = 25 days</p>	<p>Responsibilities Support the development of the inception report, supports the primary data collection and analysis, including the online survey.</p> <p>Qualification & experience Relevant master’s degree At least 5 years of experience in quantitative and/or qualitative data collection and analysis, including with survey design and implementation Good interpersonal skills Fluency in English</p>

11. Official travel involved

It is expected that most of the data collection will take place online as the CO level stakeholders are across the MENA region, and MENA RO stakeholders' travel agenda doesn't allow stakeholders to be all in at the same time. The evaluation team leader is expected to travel to Amman/Jordan for a one-week mission at an optimal moment during the data collection phase, when an in-person data collection would be most relevant and could be coupled with the presentation of the preliminary findings. The timing of the mission is to be decided during the inception phase.

12. Request for proposals

A two-stage procedure shall be utilized in assessing the proposals, with the assessment of the technical proposal being completed prior to any price proposal being compared. Applications shall therefore contain the following required documentation:

A. Technical proposal

The technical proposal should include the following:

1. The proposed evaluation team, with the following required content:

- Resume of the team leader. This criterion will be assessed against the elements provided in the section Qualifications of the Evaluation Team, and more precisely against the depth and length of the experience, and the strength of expertise and skills mentioned in this section.
- Resumes of the evaluation team members. This criterion will be assessed against the elements provided in the section Qualifications of the Evaluation Team and more precisely against the depth and length of the experience, and the strength of expertise and skills mentioned in this section.
- Samples of evaluation work of the evaluation team leader and of the evaluation expert in strategic management (see table below).

UNICEF may decide to invite the evaluation Team Leader and evaluation team members for an interview as part of the evaluation process. UNICEF may contact the listed contact persons that are mentioned in the resume related to earlier assignments.

2. A technical note on the evaluation methodology based on the elements outlined in these ToR, and addressing the following elements (4-6 pages):

- a critical reflection of the evaluation methodology demonstrating the evaluation team leaders' capability of identifying what is required to develop and finalize an evaluation methodology, within the boundaries of this ToR evaluation; the technical note needs to provide a critical reflection on the evaluation approach and should not be a proposal for an evaluation methodology as this will be developed in the inception phase. The following needs to be at least covered:
 - understanding of the assignment
 - an approach to refine and validate the evaluation questions and their sub-questions and rationale
 - appropriateness of the proposed data collection methods, and potential analysis approaches with their rationale
 - approach to ensure sound evaluative thinking throughout the evaluation process

- approach to operationalize the integration of human rights, gender, equity and disability in the evaluation design and process and rationale
- identification of potential risks and their mitigation measures.
- a description of the approach for ensuring that the quality of the evaluation process and of the evaluation deliverables is in line with the quality expectations of UNICEF (see above) also taking into account the limitations and risks, and that the ethical considerations are well addressed during the entire evaluation process, in line with the UNICEF procedure on ethics in evidence generation (see above)

3. A tentative workplan and complementarity of the evaluation team (2-3 pages)

- a tentative workplan based on the ToR, with comments and proposed adjustments, and specifying the involvement of each evaluation team member in each phase in line with the financial proposal, and therefore their level of effort on the evaluation.
- a summary table of the evaluation team, summarizing how the evaluation experts fit the requirements described above and indicating their specific responsibilities during the implementation of the evaluation and reflecting their complementarity and collective strength as a team; any changes compared to the evaluation team described above, need to be explained. A description of the relevant support staff (other than the key evaluation experts) who will contribute to the implementation of the evaluation, including the responsibilities for the contract management and the quality assurance.

B. Financial Offer

The Financial Proposal shall be submitted in a separate file, clearly named Financial Proposal. No financial information shall be contained in the Technical Proposal. The financial proposal will be submitted in a designated format reflecting the following elements:

- 1) The cost breakdown by professional fees (with for each team member with their daily rate, # of days and total fees) and travel expenses
- 2) The cost breakdown by project deliverables (against the 3 payment moments expressed in the table above). This includes estimated number of working days, consultancy fees, all office administrative costs as well as any additional requirements needed to complete project or that might have an impact on cost or delivery of products.

13. Evaluation and weighting criteria

Submitted proposals will be assessed using Cumulative Analysis Method. All proposals will be weighed according to the technical (80 points) and financial considerations (20 points).

Technical proposals must score a minimum of 21/30 on the resume of the team leader and must attain a total score of 52/80 on the technical part to be considered technically responsive and compliant. Financial proposals will be opened only for those applications that fulfill these two criteria.

Below are the criteria and points for technical and financial proposals.

- 80% technical
- 20% financial

Before the award of the contract, all evaluation team members will be requested to make a firm commitment on their availability.

Technical Evaluation Criteria		
Section 1: EVALUATION TEAM LEADER	Evaluation team leader	30
	Evaluation expertise: strong skills and expertise in evaluation theory and conceptual frameworks applied to strategic level evaluations, and strong qualifications in qualitative and quantitative data collection tools, and in data analysis methods. Experience with theory-based and utilization focused evaluations. Good understanding of integrating gender and human rights into evaluations. To be demonstrated in the Resume through at least 10 years of experience in designing and implementing evaluations and through submission of at least 3 evaluation reports developed over the past 5 years by the evaluation team leader.	8
	Evaluation Team Leadership: at least 5 years of experience as an evaluation team leader, proven through the Resume and through the submission of at least 2 evaluations over the past 5 years.	6
	Subject matter expertise: strong analytical skills and extensive experience in conducting similar strategic-level evaluations/analytical work related to institutional and development effectiveness, strategic planning, organizational management, change management; previous experience with the UNICEF programme cycle is an asset; To be demonstrated in the Resume through at least 4 strategic assignments (evaluation, research, strategy/policy development) over the past 6 years in these fields and through at Master's degree in Degree in public management, economics, international development, social sciences, or a related area.	6
	Communication skills: excellent level of English (oral communication, reading documents, writing complex reports); excellent facilitation skills; previous experience with senior level stakeholders is an asset. Proven through the Resume and the submission of sample reports. The Resume should therefore also mention at least 3 referees and their contact data.	5
	Context expertise: previous experience in conduction evaluations or research or other strategic analysis efforts in the MENA region (at least 2 assignments in the past 5 years), sound understanding of the child rights agenda, and of UNICEF's mandate proven through relevant assignments with UNICEF in the past 5 years).	3
	Normative framework: Strong understanding of the UNEG norms and standards for evaluation, and of the UNICEF procedure on ethics in evidence generation. Proven through previous satisfactory evaluation assignments. Familiarity and satisfactory experience executing an evaluation contract with a UN agency is an added advantage.	2
	Evaluation Team (collective assessment of the proposed evaluation team, consisting of strategic management expertise and data expertise)	25
Section 2: EVALUATION TEAM	Subject matter expertise – strategic management: extensive experience in strategic planning and organizational management, ideally both in terms of current practice in international organizations, the public sector and the private sector and in-depth knowledge of strategic management theories and frameworks and being abreast of the latest evidence-based insights, trends, and new approaches in this area; previous experience with the UNICEF programme cycle, or with the programme cycle of another UN agency is an asset; proven through the Resume with at least 8 years relevant experience in these areas and through a Master's degree in public management, economics, international development, strategic/organizational management, social sciences, or a related area.	9
	Subject matter expertise – data: sound experience in quantitative and/or qualitative data collection and analysis, and in survey design and implementation proven through the Resume with at least 5 years relevant experience in these areas and through a relevant Master's degree.	5
	Evaluation expertise: demonstrated experience in conducting evaluations, including in developing the evaluation methodology, experience with data collection, data analysis and sensemaking; sound experience with survey design; good understanding of integrating gender, disability and human rights into evaluation. Experience with applying the UNEG norms and standards for evaluation, and with the UNICEF procedure on ethics in evidence generation (of similar procedure) is an asset. To be demonstrated in the Resume through at least 5 years of experience with the design and implementation of evaluation/research design.	5
	Communication skills: language skills as presented in the qualification requirements (oral communication, analysing data and documents), excellent facilitation skills; previous experience with senior level stakeholders is an asset. Proven through the Resume; the Resume should therefore also mention at least 3 referees and their contact data.	4
	Context expertise: sufficient understanding of the child rights agenda and of UNICEF's mandate; experience in the MENA region is an asset; proven through relevant assignments in the past 6 years.	2
	Technical note, workplan and strength of the evaluation team	25

	Approach for ensuring that the quality of the evaluation process and of the evaluation deliverables are in line with the UNEG evaluation norms and standards and with the UNICEF procedures on quality assurance and approach for ensuring that the ethical considerations are well addressed during the entire evaluation process, in line with the UNICEF procedure on ethics in evidence generation.	12
	Workplan: tentative workplan, with comments and proposed adjustments. Level of effort of the evaluation team members (including the evaluation team leader).	7
	Summary table of the evaluation team reflecting the strength of the team: Complementarity between the evaluation team members in implementing the assignment, and a description of the back-office support staff involved in the evaluation. Gender and cultural balance of the evaluation team	6
	TOTAL	80

14. Payment schedule

Payments will be made based on the acceptance of the deliverables by the evaluation manager. The payment schedule is provided in table 3 below and will be deliverable based.

Main deliverable	Payment schedule (%)
Acceptance of the inception report	20%
Release of the second draft for commenting by the stakeholders	35%
Acceptance of the finalized evaluation report and designed case studies	45%

15. UNICEF recourse in case of unsatisfactory performance

UNICEF reserves the right to withhold payment on each individual and consolidated output until the consultant provide satisfactory quality output as reviewed by the evaluation manager. In case of unsatisfactory performance, misconduct, unacceptable quality, the payment will be withheld until quality deliverables are submitted and subsequently, the contract will be terminated, or contractual penalties shall apply in accordance with the General terms and conditions stated in the tender document if the contractor fails to deliver.

16. Conditions

The contractor will work on its own computer(s) and use its own office resources and materials in the execution of this assignment. The contractor's fee shall be inclusive of all office administrative costs.

Please also see UNICEF's Standard Terms and Conditions attached.

17. Enquiries and pre-bid meeting

Please direct any enquiries to the below dedicated email address indicating the bid reference:

Mr. Hussam AL-FAYYAD (hal-fayyad@unicef.org)

An on-line pre-bid meeting will be organized on 06/08/2024

18. Submission

Proposals with all supporting documents should be addressed separately to: UNICEF Jordan Bids:
Jordanbids@unicef.org;

Annex 1. ROMP Structure⁶

Outcomes	Outputs
<p>1. Primary Healthcare Children, including adolescents, and women benefit from equitable resilient primary health care systems that include quality, immunization, maternal, newborn and child health services in development and humanitarian settings that leverage strong collaboration with other sectors.</p>	<p>1.1 (Resilient adapted PHC): MENA countries have strengthened PHC systems with adequate human resources and financing for provision of integrated delivery of services that are responsive to local context and burden of diseases. 1.2 (Children, Adolescents and Maternal Nutrition): MENA countries have enhanced strategies, policies and guidelines to ensure that all children, adolescents and women realize their right to nutrition 1.3 (Immunization): MENA countries are supported to improve immunisation coverage and equity leveraging wider partnership at regional and global level including roll-out of covid-19 vaccinations. 1.4 (Maternal, Newborn and Child Health (MNCH) including ECD): MENA countries and UNICEF Country Offices implement evidence-based nurturing and responsive care with quality to newborns and children 1.5 (Health in Emergencies, outbreak controls): MENA country office have resilient system for risk assessment, preparedness and timely response to health emergencies</p>
<p>2. Learning Every child and adolescent learns and acquires skills for the future, particularly the most vulnerable, from early childhood to adolescence, with a focus on foundational skills and life skills.</p>	<p>2.1 (Early childhood development): MENA countries prioritize early childhood development through nurturing care with a focus on positive parenting to improve early stimulation, nutrition and overall care, as well as strengthening access to and quality of pre-primary education and ensure a smooth transition into primary education. 2.2 (Effective teaching and learning practices in classrooms): MENA countries have adopted teaching and learning practices at classroom level that result in the acquisition of life skills for lifelong learning, employability, personal empowerment and active citizenship at all stages of education. 2.3 (Resilient, flexible and inclusive education system responding to shocks and humanitarian situations): MENA countries' education systems are inclusive, flexible, resilient and provide opportunities for all, particularly the most vulnerable, to continue their education through different modalities and have their learning recognized. 2.4 (Increased opportunities for young people to transit from learning into earning): MENA countries have systems in place to facilitate increased transition from learning to earning, focusing on developing scalable approaches and interventions to support school to work transition at both, the individual level and the systems level. 2.5 (Improved data systems for evidence-based policy making and programming, monitoring and evaluation): MENA countries' education management information systems are able to monitor access to and participation in education through different modalities, and monitor systematically learning outcomes.</p>
<p>3. Child Protection Children and adolescent benefit from protection from</p>	<p>3.1 (Ending violence and harmful practices against children): MENA countries accelerate prevention and response to violence against children and harmful practices at scale</p>

⁶ It is the structure after a separation of nutrition from outcome 1 to be a standalone outcome 9.

<p>violence, abuse and exploitation; promotion of care, well-being and justice; prevention of harmful practices in development and humanitarian settings.</p>	<p>3.2 (Child Justice and Protection of Migrant Children): MENA countries have improved access to justice, alternatives to detention and alternative care for children 3.3 (Child Protection in Emergencies and Humanitarian Settings): UNICEF country offices effectively address child protection issues in humanitarian action in line with CCCs and humanitarian standards</p>
<p>4. WASH & Environment Children and adolescent benefit from safe water, sanitation, and hygiene services; strengthened, gender equal and inclusive WASH system; disaster risk reduction and climate actions in development and humanitarian settings.</p>	<p>4.1 (Water scarcity): MENA countries are supported to increase their capacity to address the water scarcity crisis. 4.2 (WASH): MENA countries develop/implement sustainable, gender equal, inclusive, equitable, climate resilient WASH programming/policy. 4.3 (Climate and Environment): MENA Country Offices have strengthened capacities in supporting national stakeholders to implement child-sensitive policies and programmes addressing climate change and environmental degradation. 4.4 (WASH in emergencies): MENA Country Offices have increased capacity to rapidly scale up gender equal, inclusive, equitable, humanitarian action, aligned with the CCCs.</p>
<p>5. Social Policy & Social Protection Every child in MENA, including adolescents, has access to inclusive social protection and lives free from poverty.</p>	<p>5.1 (Social Protection): MENA Country Offices have increased capacities to support countries to expand coverage and strengthen inclusive, gender-responsive and shock-responsive social-protection systems, including in humanitarian and fragile contexts 5.2 (Financing for children): MENA country offices have increased capacity in supporting child sensitive social sector budgets and innovative financing 5.3 (Humanitarian Cash Transfer): MENA COs have increased capacity to implement humanitarian cash transfer for boys and girls</p>
<p>6. Whole of Syria & Area Programme MENA RO delivers timely, equitable and principled humanitarian action through the cross-border component of the UNICEF Syria programme and enables effective coordination within the Whole of Syria approach at the cluster/sector level.</p>	<p>6.1 (WoS coordination): UNICEF fulfills the cluster/sector coordination responsibility in the framework of Whole of Syria efficiently and effectively 6.2 (WoS Advocacy): UNICEF ensures timely and effective analysis, advocacy at the whole of Syria level to lend to effective UNICEF strategic action at the Syria-wide and regional level, and the WoS operations are effectively supported 6.3 (Health): Syria's conflict-affected population have their critical Health needs met, in line with the HRP and as part of the UNICEF Joint Operational Plan 6.4 (Nutrition): Syria's conflict-affected population have their critical Nutrition needs met, in line with the HRP and as part of the UNICEF Joint Operational Plan 6.5 (WASH): Syria's conflict-affected population have their critical WASH needs met, in line with the HRP and as part of the UNICEF Joint Operational Plan 6.6 (Education): Syria's conflict-affected population have their critical Education needs met, in line with the HRP and as part of the UNICEF Joint Operational Plan</p>

	<p>6.7 (Child Protection): Syria's conflict-affected population have their critical Child Protection needs met, in line with the HRP and as part of the UNICEF Joint Operational Plan</p> <p>6.8 (APD coordination): UNICEF Area programme for Palestinian children and women is coordinated efficiently and effectively</p>
<p>7. Effective Change Strategies UNICEF Regional and Country Development Programmes and Humanitarian Actions are effectively informed by, apply and promote the principles and practices of organizational change strategies and cross-sectoral approaches to strengthen and sustain equitable results for children in the MENA region.</p>	<p>7.1 (Planning, monitoring, reporting, and knowledge management): RO and MENA CO's have enhanced capacities to design, plan, implement, monitor, and manage knowledge based on rights and results-based principles.</p> <p>7.2 (Evaluation): MENA evaluation function provides accountability and learning of UNICEF and Partner programming through evaluation as well as building national capacity at country level.</p> <p>7.3 (Humanitarian preparedness): MENA Regional office and Country Offices have enhanced capacity to deliver timely preparedness and crisis response, that are more predictable, accountable to affected children contributing to the humanitarian-development-peace nexus.</p> <p>7.4 (Social norms, behaviour change and community engagement, and better parenting): MENA regional and country offices have strengthened capacity and resources on social norms, behaviour change and community engagement components of programmes and humanitarian actions, including for better parenting.</p> <p>7.5 (Adolescents and youth civic engagement, including digital, and in peace building): MENA RO and Country Offices have increased capacity to leverage equitable Adolescent & Youth engagement as a change strategy as part of a high-quality approach to second decade programming</p> <p>7.6 (Gender transformative programming): MENA RO and Country Offices have strengthened and accelerated programmatic and institutional gender equality results for boys and girls through effective implementation of GAP priority areas</p> <p>7.7 (Strategic monitoring research, data and analyses): Strategic quality data and analyses on children's issues and SDGs are available in MENA, and capacities of UNICEF and national and regional partners to generate and utilise data and research are enhanced.</p> <p>7.8 (Private and public advocacy, incl digital comm): MENA countries have increased capacity on amplifying needs and voices of children using data, evidence and user engagement</p> <p>7.9 (Public partnership): MENA Regional Office and Country Offices have increased capacity to proactively mobilize strategic partnerships in support of MENA accelerators and humanitarian action.</p> <p>7.10 (Engagement with the Private Sector): MENA Regional and Country Offices have increased capacity to harness the power, influence and reach of the private sector, as a strategic partner, to accelerate results for children, with specific focus on the 5 regional accelerators and humanitarian action</p> <p>7.11 (Resource mobilization): UNICEF in MENA has broadened and diversified its alliances and donor relationships to strengthen delivery of results for children, particularly the most vulnerable.</p> <p>7.12 (Operations Support to Programme Delivery): MENA Regional Office is provided with effective and efficient operational support to achieved the planned results</p>
<p>8. Business Enablers & Management</p>	<p>8.1 (Business simplifications and efficiencies): MENA Regional office and Country offices have agile, responsive and efficient Business Models and ways of working</p>

<p>UNICEF in MENA demonstrates and promotes more efficient, effective, staff-centered and risk-informed programme and operations management and a more inclusive working environment in development and humanitarian settings.</p>	<p>8.2 (People, culture, core values and Staff Wellbeing): MENA Regional office and Country Office staff have improved workforce effectiveness, with emphasis on wellbeing, diversity and equal treatment of all staff</p> <p>8.3 (Supply and Logistics): MENA Regional office and Country offices have improved systems for emergency preparedness for supply & supply chain, contributing to effective and efficient programming in development and humanitarian setting</p> <p>8.4 (Information and Communication Technology): MENA regional office and country offices have enhanced capacity in digital-enabled Programme solutions and digital platforms for effective work modalities</p> <p>8.5 (Security): MENA Country offices have enhanced capacity in serving population in access compromised environment and work in full compliance of the UN security measures</p> <p>8.6 (Governance): MENA Regional office and Country Offices have holistic, practical, focused risk management for efficient and effective programme delivery</p> <p>8.7 (Risk management): MENA Regional office and Country Offices have holistic, practical, focused risk management for efficient and effective programme delivery</p>
<p>9. Nutrition Children, including adolescent, and women benefit from nutrition services in humanitarian settings</p>	<p>9.1 (Early childhood nutrition and development): MENA countries have enhanced policies, strategies, plans and programmes to prevent children from all forms of malnutrition and support their development in early childhood, and timely detect and treat children with wasting in all contexts</p> <p>9.2 (Nutrition of school-age children, adolescents and women): MENA countries have policies, strategies, plans and programmes to ensure that school-age children, adolescents and women have access to adequate diets, services and practices, in all contexts</p> <p>9.3 (Maternal and child nutrition in humanitarian action): MENA countries with the humanitarian crisis have an accelerated delivery of programmes to prevent and treat malnutrition in children, adolescents and women in alignment with UNICEF's Core Commitment</p> <p>9.4 (Knowledge, partnership, and governance for nutrition): MENA Countries have robust narratives and enhanced governance and partnerships for maternal and child nutrition through the strategic use of data, knowledge, advocacy and communication</p>

Annex 2

Regional Context

The MENA region presents a complex landscape for UNICEF operations, characterized by diverse socio-economic conditions, ongoing conflicts, and humanitarian crises. The economic diversity of the countries in Middle East and North Africa (MENA) region, ranging from low to high income, results in some countries experiencing growth while others facing challenges; economic downturns may exacerbate internal crises and displacement, and increase the risk of natural disasters. Progress has been made in social indicators over the past decades, the region however continues to grapple with deep-rooted issues. In addition to these, the region has faced several major shocks in the past years following manmade and natural disasters; the MENA region hosts one of the largest populations of refugees and internally displaced persons globally and two out of the four current Level 3 declared emergencies are in MENA, State of Palestine and Sudan.

Children in MENA face exacerbated challenges, impacting their development. The population of 530.8 million includes nearly **36% children**, with 101.2 million people, including **50 million children**, requiring humanitarian assistance.⁷

Among the 20 countries in MENA **only 15 per cent of targets of child-related SDG indicators have been met.** For another 41 per cent high or very high efforts are needed to reach the targets by 2030, calling for accelerating progress towards the SDGs. The COVID-19 pandemic has revealed the need to strengthen the resilience of systems to put countries back on the path of the SDGs.

Overall, MENA's current social protection systems lack coverage, suffer from fragmentation, and struggle to respond to shocks while robust social protection systems are needed to address children's vulnerabilities. Public financing for social sectors, including health, education, and social protection, is insufficient and marked by transparency issues and inefficiencies. **Child poverty remains high in most countries in the region**, ranging from 16 per cent in Egypt to 76 per cent in Yemen, and less than half of the children have access to social protection, hindered by low public financing for such programs. One in 10 children (in countries with available data) lived in extreme poverty⁸.

Children and adolescents in the region encounter unprecedented obstacles in terms of **education, employment, and social integration.** Approximately 15 million children aged 5-14 are not enrolled in school, and nearly two-thirds of children were unable to read with proficiency. Among children attending school, many fail to acquire essential skills for employability and active citizenship; the MENA region has the world's highest youth unemployment rate: almost 1 in 3 young people (aged 15-24) are not in employment, education or training, with young women particularly disadvantaged at a 41 per cent rate⁹.

Significant strides have been made in reducing **child mortality rates** in the MENA region, however, the situation remains concerning, with neonatal mortality rates remaining high in a number of countries driven by recent crises, conflicts and ongoing issues, such as poverty. Adolescent health challenges have shifted towards non-communicable diseases, including road traffic injuries, violence, anxiety, depression, tobacco use, physical inactivity, and obesity.

The region is warming faster than the global average and nine out of ten children live in high or extremely high water-stress countries. Girls and women, often bear the brunt climate-related scarcity and face challenges in accessing resources, limiting their educational and livelihood opportunities and exposing them to increased risks of violence. Access to clean water, sanitation and hygiene (WASH) services in homes, schools, and health care facilities varies, with the lack of access most acute in Yemen, Sudan and the State of Palestine.

⁷ UNICEF Middle East and North Africa Regional Office 2023 Annual Report

⁸ *ibid*

⁹ *ibid*

Violent discipline at home is prevalent in MENA, with eight out of 10 children (aged 1-14) experiencing violent discipline at home¹⁰. Child marriage persists, with 15 per cent of women aged 20-24 married or in union by the time they were 18, with girls in Iraq, Yemen and Sudan most affected¹¹. Children in conflict-affected countries face challenges from landmines and explosive remnants and the presence of foreign children in conflict zones poses a significant child protection concern. Seven situations of children and armed conflict in the MENA region are on the UN Security Council's agenda due to grave violations of child rights.

An estimated 21 million **children with disabilities** live in the Middle East and North Africa. Most children with disabilities in the region are isolated and excluded from society and their communities.

¹⁰ [Violent Discipline in the MENA Region](#)

¹¹ [A Profile of Child Marriage](#)

Annex 3 – Evaluation sub-questions identified during the ToR phase stakeholder consultations. To be adapted/refined and validated during the inception phase.

To what extent does the ROMP reflect the needs of MENA countries in terms of supporting those countries to address child rights in a relevant and coherent way and in alignment with the UNICEF Strategic Plan 2022-2025? (relevance, coherence)

- i. How well is the ROMP reflecting a coherent and relevant vision, framework and roadmap for supporting and guiding COs in realizing child rights in MENA?
- ii. How well is the ROMP aligned to the UNICEF Strategic Plan 2022-2025?
- iii. How well has the ROMP supported MENA RO in identifying the needs of countries for technical guidance and support?
- iv. To what extent have there been design gaps related to the role of the ROMP in supporting COs in balancing humanitarian, nexus and development programming?
- v. How well has the ROMP taken into account the diversity that characterizes the MENA countries?
- vi. To what extent is the ROMP well adapted to the changing context in MENA where multiple humanitarian situations of different nature emerged and protracted crises persist?

2. To what extent has progress been made in achieving the outcomes of the ROMP in MENA region to date and to what extent has the use of the ROMP contributed to this? (effectiveness, impact, efficiency, sustainability)

- i. To what extent have the outcomes of the ROMP been achieved in the MENA COs ?
- ii. To what extent is achieved progress likely to continue?
- iii. How efficient and effective has MENA RO been in its role to provide support and technical oversight to COs in leveraging their efforts to achieve the outcomes of the ROMP and this in light of the context changes that have affected the MENA region since 2022?

3. How fit-for-purpose were the operational core-elements, the enablers and the change strategies of the ROMP? (relevance, efficiency, effectiveness)

- i. Were the operational design dimensions of the ROMP - risk management, monitoring indicators, resources, and change management strategies - fit for purpose?
- ii. How well and context-sensitive have the enablers and change strategies of the Strategic Plan been integrated in the ROMP ?
- iii. How well have enablers and change strategies informed the support of MENA RO to COs ?
- iv. How effective have the ROMP's enablers and change strategies been in accelerating UNICEFs contribution to the achievement of outcome level results in the MENA countries?

4. To what extent have the accelerators fostered results in MENA countries? (effectiveness, efficiency)

- i. What difference did the additional use of accelerators approach make in COs achieving outcome level results?
- ii. Did the benefits of the accelerators outweigh the additional requirements in terms of planning, implementation, and reporting?
- iii. What changes should be required to make the accelerators more attractive for country offices in the MENA region and enhance their commitment to those accelerators?

5. How agile was MENA RO in supporting COs with diverse needs and characteristics, particularly balancing between humanitarian and development needs? (efficiency)

- i. How well has MENA RO supported and guided COs in balancing humanitarian, nexus and development programming in protracted humanitarian situations?
- ii. How well has MENA RO balanced its attention equitably between the COs in a non-humanitarian context and COs in a humanitarian context?

19. How well did MENA RO contribute to risk management, risk informed programming and emergency preparedness at CO and RO level? (efficiency)

20. To what extent did evidence generated and disseminated by UNICEF contribute to strengthening of UNICEF's positioning in the region as a knowledge leader on child rights? (effectiveness, sustainability)

- i. To what extent did the ROMP influence decision-making by RO and COs on identifying and prioritizing evidence generation initiatives and on promoting the use of the generated evidence?
- ii. To what extent did evidence generated and/or used by UNICEF contribute to making progress on child rights in the region and to what extent is progress likely to continue?

ANNEX 4 – Requirements for the deliverables

Inception phase and Report requirements (20-25 pages, excl. annexes)

Based on the selected proposal and the terms of reference, the inception report will be instrumental in confirming a common understanding of what is to be evaluated, including additional insights into executing the evaluation. It will confirm evaluation questions, the scope of the evaluation, the methodology, as well as offer draft evaluation instruments. The inception report will explicitly mention proposed changes to the ToR evaluation questions, methodological approach and other elements related to the implementation of the evaluation. The report will include, inter alia:

1. a summary of the context, later to be further developed as the first chapter of the final evaluation report,
2. a concise but comprehensive description of the programme that demonstrates the evaluation team's understanding of the evaluand,
3. the theory of change developed by the evaluation team,
4. the evaluation purpose, intended use, scope and objectives,
5. the finalized evaluation questions, sub-questions and criteria for evaluating each question – highlighting modifications to the initial evaluation questions if any,
6. the methodological approach with a description of:
 - the stakeholder analysis;
 - an analytical framework that presents the evaluation questions and identifies the data sources and criteria for evaluating evidence for each question;
 - the sampling strategy with sample size/with the selected respondents (for quantitative and qualitative data collection)
 - data collection methods;
 - draft data collection instruments;
 - a description of the data analysis and data display approach (how graphs, tables, figures and text boxes will be used)
7. The evaluation matrix
8. A description of the quality assurance process and measures to address ethical considerations, a discussion of the limitations of the methodology, a discussion on how to enhance the reliability and validity of evaluation findings and conclusions and a process to draft and validate evaluation recommendations,
9. Evaluation workplan and timeline, including a revised work and travel plan and the division of labour of each evaluation team member,
10. Annexes with at least following elements:
 - A list of changes proposed in the inception report (to the terms of references) for decision-making by the Steering Committee
 - All data collection instruments with their respective protocols and informed consent approach
 - The summary of insights from the desk review, describing how insights from the desk review has informed all of the above
 - a summary of insights from the stakeholders interviews, making explicit how these insights have informed all of the above

Preliminary findings workshop requirements

Powerpoint presentation reflecting:

- the purpose, objectives, scope and evaluation questions
- the methodological approach
- the preliminary key findings (per evaluation criteria),
- initial recommendations resulting from the key findings

Final Evaluation report requirements (40-50 pages, excl. Annexes)

The Final evaluation report will present ad minimum following content:

1. Executive Summary (max 5 pages)
2. Introduction (including the context and background)
3. Object of evaluation (including the programme description, the ToC and stakeholder mapping/analysis)
4. Evaluation purpose, intended use, objective(s) and scope
5. Methodological approach (including quality assurance and ethical considerations and limitations encountered)

6. Findings (structured around the key evaluation questions or the evaluation criteria/TBD in the inception phase)
7. Lessons learned
8. Conclusions
9. Recommendations
10. Annexes, including
 - Terms of reference of the evaluation
 - Evaluation matrix
 - Theory of change and (unless included in the main body of the report)
 - List of people interviewed/consulted through FGD/on-line survey
 - Lists of documents consulted
 - Data collection instruments

The evaluation report should:

- Have 40-50 pages (excl. the annexes)
- Be written in a clear and concise manner that allows readers to easily follow its logic, and the report should be structured clearly. Paragraphs should be numbered.
- Present findings, conclusions and recommendations in a logical and convincing manner.
- Furthermore, the language employed should be universally comprehensible, with sentences remaining precise and neutral. The report should have a deductive logic and tell a story with the evaluation results, rather than simply present results against questions, and there should be a logical flow of information. The length of the report should be limited to ensure engagement and accessibility and the report should be structured clearly, with section content aligned with the respective section header and sub-header.

Slide Deck: 15-20 slides reflecting the key insights of the evaluation report, with 10-15 slides on the findings, lessons learned and recommendations.

Case study – TBD in the inception phase