

TERMS OF REFERENCE FOR CORPORATE CONTRACT

Programme/Project Title	Study on Education of Roma students in Croatia
Consultancy/Service Title	Study on Educational Segregation of Students Belonging to the Roma National Minority in the Republic of Croatia
Consultancy Mode	☒ National ☐ International
Supervisor	Ivana Ćosić, Education Officer
Location	Zagreb and elsewhere, Croatia (with field visits to Međimurje, Varaždin, Brod-Posavina and other relevant counties)

I. Background

Croatia recognises Roma among 22 national minorities, whose political, social and cultural development is supported by the Constitution and specific policies. Roma are considered to be one of the most disadvantaged ethnic groups in the country. The Roma population is concentrated primarily in Međimurje, Brod-Posavina and Osijek-Baranja Counties, with smaller communities in other parts of the country. The Roma population is significantly younger than the Croatian general population. Demographic modelling and EU survey data suggest that approximately 40–50% of Croatia's Roma population are children under the age of 18, implying a Roma child population in the range of 10,000 to 20,000, depending on the total estimate applied.

According to the 2021 national census, 17,980 people declared themselves as Roma in Croatia, representing 0.46% of the total population of 3,871,833. However, this figure probably underestimates the actual Roma population as many Roma choose not to declare their minority affiliation. According to unofficial data from the Office for Human Rights and Rights of National Minorities of the Government of the Republic of Croatia, between 30,000 and 40,000 Roma currently live in Croatia. Civil society monitoring reports place the estimate at approximately 25,000. The Statelessness Index notes that the actual figure is estimated to be as much as three times higher than the census total.

The picture that emerges from available data on Roma children's participation in education is one of significant and persistent inequality at every stage of education. Enrolment in compulsory primary school is relatively high – approximately 95%, comparable to the general population – but this headline figure masks acute problems with attendance, attainment, and segregation. The Roma enrolment rate drops dramatically at secondary school level, to approximately 35%, and Croatia has the second-highest Roma NEET (not in education, employment or training) rate in Europe, at 82%. An estimated 78% of Roma leave school early as opposed to the national figure of only 3% of all schoolgoers¹.

Children belonging to the Roma national minority face multiple and interrelated barriers that together shape an extremely disadvantaged educational pathway. These barriers are reflected in lower enrolment rates in early childhood education and care, higher rates of absenteeism in mandatory schooling, higher likelihood to be put on special educational needs programmes, weaker academic achievement, difficulties in progressing to the next grade, and – in the most severe cases – early school leaving. Factors including poverty, language barriers, culture, spatial and social isolation, and limited social capital together constitute a significantly disadvantaged educational experience for Roma children. Traditional gender roles and early marriage practices within some Roma communities leave girls disproportionately likely to withdraw from education in early adolescence.

Participation in pre-school programmes stands at approximately 64% for Roma children, compared to near-universal attendance in the general population. Participation in early childhood education and care (ECEC) for Roma children aged 3–6 is substantially lower than for their non-Roma peers, with Roma children largely excluded from the structured

¹ Cf. Kunac, S., Klasnić, K., & Lalić, S. (2018). *Inclusion of Roma in Croatian society: Baseline study*. Centre for Peace Studies; Potočnik, D., Maslić Seršić, D., & Karajić, N. (2020). *Inclusion of Roma in Croatian society: Education and employment*. Office for Human Rights and Rights of National Minorities of the Government of the Republic of Croatia; European Commission, Directorate-General for Education, Youth, Sport and Culture. (2025). *Education and training monitor 2025: Croatia* (Catalogue No. NC-01-25-132-EN-Q). Publications Office of the European Union. <https://doi.org/10.2766/3231987>

early learning opportunities that are critical for language development, school readiness and longer-term educational outcomes.

The scale of segregation within the schools that Roma children do attend is documented and significant. Data from the Ombudsperson for Children (2023), covering 24 primary schools with Roma pupils, reveals that 11 of those schools have established a total of 80 fully ethnically segregated classes, attended by 950 Roma children – representing 36% of Roma children in those schools. A further 54% of Roma children attend classes in which more than 70% of students are Roma. In schools with both segregated and mixed classes, the average grade point average is consistently higher in integrated classes and significantly higher in classes with few or no Roma children.

A large number of children belonging to the Roma national minority grow up in Roma settlements located in rural areas, often adjacent to settlements inhabited by the majority population. Roma settlements are isolating and frequently constructed without building permits, with approximately half of households lacking access to running water, sewage, or indoor sanitation (Kunac et al., 2018). Children from Roma settlements tend to gravitate towards specific schools, placing those schools in a position of having a high proportion of Roma students and, in some cases, entirely Roma classes. Segregation is particularly evident in some schools in Međimurje, Brod-Posavina, Sisak-Moslavina and Varaždin counties. For the purposes of this study, the working definition of segregation in education refers to:

- class sections attended exclusively by children belonging to the Roma national minority;
- school shifts attended exclusively by children belonging to the Roma national minority;
- schools in which more than 30% of enrolled students belong to the Roma national minority.

The Republic of Croatia has international and European obligations relating to inclusive education for children belonging to the Roma national minority. The EU Strategic Framework for Roma Equality, Inclusion and Participation 2020–2030 obliges all Member States to undertake concrete and measurable efforts to reduce educational segregation, with a duty of regular reporting to the European Commission. Without a systematic evidence base on the status of segregation and effective desegregation measures, Croatia cannot design policies that meet both national and European standards.

The Ministry of Science, Education and Youth and the UNICEF Office for Croatia share a strategic objective of improving the education of children and adolescents of the Roma national minority, in line with Sustainable Development Goals 4, 5, 8, 10, 16 and 17, UNICEF’s Education Strategy 2019–2030: Every Child Learns, and UNICEF’s Global Strategic Plan 2026–2029. This objective is aligned with:

- The EU Strategic Framework for Roma Equality, Inclusion and Participation (2020–2030);
- The Strategic Framework for European Cooperation in Education and Training towards the European Education Area and beyond (2021–2030);
- The Croatian National Plan for the Development of the Education System until 2027;
- The Croatian National Strategy for Roma Inclusion for the period 2021–2027.

The planned study is defined in the Biennial Work Plan of the UNICEF Office and the Government of the Republic of Croatia for 2026 and 2027, in the section relating to:

- Outcome 002: By 2027, adolescents, including those with disabilities and those living in precarious situations, are resilient, and engaged on issues of concern to them, and benefit from formal and non-formal education that is equitable and inclusive.
- Output 002/001: By 2027, the government has strengthened capacity for evidence-based policy implementation for the engagement and meaningful participation of adolescents, and for improving the quality of learning.
- Key Intervention 1, Activity 1.2: Technical assistance to the Ministry of Science, Education and Youth (MoSEY) to support schools with a large percentage of Roma students.

II. Purpose, Objectives, Coverage and Audience

Purpose

The purpose of this contract is to generate the evidence base and policy tools necessary for the Ministry of Science, Education and Youth, regional and local authorities as well as schools to take concrete, sustained action to reduce the educational segregation of students belonging to the Roma national minority in Croatia. Desegregation – the structural dismantling of ethnically separate classes and schools – is the primary goal. It is the necessary precondition for

achieving equitable access to quality, inclusive education and improvement in educational outcomes for Roma children: quality teaching, appropriate support, and genuine participation in school life cannot be achieved within a segregated structure. By understanding what leads to educational segregation of Roma students, by identifying practices that promote inclusion and desegregation, facilitating policy dialogue and formulating actionable recommendations, the study aims to create a durable basis for resource planning and policy decisions at national, county, municipal and school level.

The study is organised around the following central research question: **What measures need to be undertaken in order to reduce the educational segregation of students belonging to the Roma national minority in Croatia?**

Objectives

The overall objective of this assignment is to produce a comprehensive, evidence-based analysis of educational segregation affecting students belonging to the Roma national minority in Croatia, and to translate that analysis into a concrete set of desegregation recommendations and a Theory of Change that can guide action at every level of the education system. The study will generate quantitative and qualitative data on the nature, possible causes and extent of segregation; map the responsibilities and practices of actors at all levels of governance; identify measures that have demonstrably reduced segregation in the Croatian context; assess what schools with high proportions of Roma students need in order to make desegregation and inclusion feasible; and facilitate iterative policy dialogue to ensure that findings and recommendations are grounded in institutional realities and command the political commitment required for implementation.

Specific objectives of the study:

1. Situation Analysis of Educational Segregation

To produce a rigorous, data-driven analysis of the nature, extent and structural causes of educational segregation of Roma students in Croatia, including a critical review of the national systems used to monitor and measure segregation risk. The analysis must be sufficiently granular to support concrete decisions at school and municipal level, and must address:

- 1.1 Historical and demographic origins of segregation: When and through what processes did ethnically separate schooling emerge in Croatia? How did the spatial development of Roma settlements and the location, construction and catchment areas of schools interact to produce the current pattern? What is the outlook for the settlements and the catchment areas of schools near them for the future – will they shrink or grow?
- 1.2 Current extent and distribution of segregation, and the systems used to measure it: What is the proportion of Roma students per class, shift and school across Croatia? Which schools and classes currently meet the threshold for classification as segregated, according to the working definition applied in this study? How is the risk of educational segregation in schools, municipalities, counties and nationally defined, operationalised and monitored, what indicators are used, at what frequency and by whom, and where lie the gaps, inconsistencies and blind spots? The review of the risk monitoring system should be benchmarked against relevant international practices, including the frameworks used by the European Commission, the Council of Europe and the FRA.
- 1.3 Structural drivers: What role do catchment area definitions, class grouping practices, the allocation of school shifts, and enrolment criteria play in producing and maintaining segregation? Where do these decisions sit within the governance system?
- 1.4 Family and community context: What economic, linguistic, cultural (both of Roma and non-Roma as well as media) and spatial factors shape the educational pathways of Roma children, and how do these interact with institutional factors to reinforce segregation? Are there any gender-specific community barriers regarding access and segregation in schools?

2. Mapping of Governance Responsibilities and Gaps in Desegregation

To systematically map which actors at national, county, municipal and school level bear responsibility for decisions that produce or perpetuate educational segregation, and to identify where authority is unclear, unenforced or not

exercised. Effective desegregation requires knowing who has the power to change those decisions, and what is preventing them from doing so. This objective has an explicit intersectoral dimension, examining how education authorities coordinate – or fail to coordinate – with social care, health, housing and other sectors whose actions affect Roma families' relationship with schooling. Specific questions include:

- 2.1 What decisions at each level of governance – MoSEY, counties, municipalities, schools – influence the ethnic composition of classes and schools? Who has legal authority to change these decisions?
- 2.2 How are school catchment areas defined and by whom? How are class groupings and school shifts assigned? Are these processes transparent and subject to oversight?
- 2.3 What legislative or regulatory provisions are relevant to desegregation, and to what extent are they implemented and enforced?
- 2.4 How do education authorities cooperate with the Croatian Institute for Social Work (Hrvatski zavod za socijalni rad – HZSR) and its regional offices, particularly in relation to families receiving the Guaranteed Minimum Benefit, whose caseloads overlap significantly with Roma families?
- 2.5 Where are the blind spots, overlaps and accountability gaps in the current system that allow segregation to persist?

3. Identification and Assessment of Proven Desegregation Measures

To identify, document and critically assess measures that have demonstrably reduced ethnic segregation in Croatian schools – changing the actual composition of classes and schools, not merely improving conditions within segregated settings. The distinction is important: interventions that improve teaching quality, provide additional support or promote cultural understanding within a segregated school may have value, but they do not constitute desegregation. This objective focuses specifically on measures that have altered school or class composition, and on the conditions that made those changes possible and sustainable. Specific questions include:

- 3.1 Which locally-implemented measures have produced a measurable change in the proportion of Roma and non-Roma students attending the same classes or schools?
- 3.2 What institutional, political, financial and community conditions were necessary for those measures to succeed?
- 3.3 What resistance was encountered – from majority-population parents, local politicians, school administrators or others – and how was it managed?
- 3.4 Under what conditions could proven desegregation measures be replicated in other municipalities or schools, and what would be required to do so?

4. Assessment of School Capacities and Conditions for Desegregation

To assess whether schools with a high proportion of Roma students are systematically operating under greater burden than comparable schools, and to document in concrete terms what that burden looks like in practice. Schools near Roma settlements can be geographically isolated with little ability to change their own student composition. But these schools are nonetheless operating under conditions that are rarely visible in administrative data or policy documents, and understanding those conditions is essential both for designing realistic support measures and for building the political and institutional case for additional resources. Of particular value is a detailed, ground-level account of the informal and non-pedagogical work that teachers in these schools routinely carry out – work that falls outside their formal job description but has become a de facto part of the role. This objective aims to produce an honest, evidence-based picture of school-level conditions and a realistic assessment of what support is needed to move from segregation towards educational inclusion. Specific questions include:

- 4.1 Are schools with high proportions of Roma students systematically more burdened in terms of teacher workload, administrative demands, behavioural challenges and resource constraints than comparable schools with a different composition?
- 4.2 What informal, non-pedagogical tasks do teachers in these schools routinely take on that fall outside their formal job description? This includes, but is not limited to: home visits to families where attendance is irregular; mediation between families and school administration; informal social work with children and parents; coordination with Roma teaching assistants, the police, health services or social care workers; and support for families navigating bureaucratic processes. The study should seek rich, descriptive accounts of

this work – the kind that rarely appears in official reports but is indispensable for an honest understanding of what these schools require.

- 4.3 What pedagogical, staffing and resource conditions are necessary for a school to successfully receive and integrate Roma students from currently segregated settings?
- 4.4 What targeted support measures – in terms of staffing ratios, professional development, material resources and school leadership – would be most effective in enabling desegregation at school level?
- 4.5 What are the barriers, beyond resource constraints, that school leaders and teachers identify as obstacles to desegregation, and how should these be addressed in the recommendations?

5. Development of a Theory of Change and Desegregation Recommendations

To develop a Theory of Change for reducing the segregation of Roma students in Croatian education, and to formulate a structured set of desegregation recommendations for national, county and municipal authorities and schools. The Theory of Change will be developed using the UNICEF Results-Based Management handbook (2017) template and will articulate the causal logic connecting planned actions to structural change in school and class composition.

Recommendations must be grounded in the evidence produced by the study and must prioritise concrete desegregation measures – changes to catchment areas, class grouping practices and related administrative decisions. Recommendations should be:

- 5.1 Structurally focused: centred on the administrative, legal and institutional changes required to alter the ethnic composition of classes and schools, not only on improving conditions within existing segregated settings.
- 5.2 Evidence-based: grounded directly in the findings of the situation analysis, governance mapping and assessment of proven desegregation measures.
- 5.3 Actionable: formulated at the level of specific actors – MoSEY, counties, municipalities, schools – with clarity about who is responsible for each recommended action. Since segregation in education is not exclusively an education issue, activities of other actors working on desegregation should be taken into account, such as other ministries and the Government Office for Human Rights and Rights of National Minorities
- 5.4 Time-differentiated: distinguishing between short-term measures (within 1–2 years) that can be implemented within existing legal and institutional frameworks, medium-term measures (3–5 years) that may require regulatory change or capacity development, and long-term structural changes (beyond 5 years).
- 5.5 Intersectoral: addressing the roles of social care, health and other sectors alongside education, recognising that desegregation cannot be achieved by the education sector alone.

6. Facilitation of Policy Dialogue with Stakeholders

To facilitate structured and iterative policy dialogue with stakeholders at national, regional and local levels throughout the study process, with the aim of validating findings, building shared understanding of the evidence base, and creating the conditions for sustained political and institutional commitment to desegregation. Policy dialogue is embedded in the study cycle as a methodological tool, not confined to a final dissemination event. Its purpose is to ensure that the evidence produced by the study reaches those with the authority and responsibility to act on it, and that recommendations are developed with a realistic understanding of institutional constraints and political dynamics.

Specific objectives under this heading include:

- 6.1 To organise and support policy dialogue events with relevant national authorities, in particular MoSEY, at key milestones in the study process, to present emerging findings and test draft desegregation recommendations against institutional realities.
- 6.2 To facilitate dialogue with county and municipal authorities and school representatives in the counties most directly affected by segregation – including Međimurje, Varaždin, Brod-Posavina and Sisak-Moslavina – ensuring that local perspectives, constraints and existing desegregation experiences inform the recommendations.
- 6.3 To ensure the meaningful participation of Roma community representatives, parents and, where appropriate, students in policy dialogue processes, in recognition of the right of affected communities to participate in decisions that concern them.

- 6.4 To document the outcomes of policy dialogue events, including areas of consensus, points of resistance, and agreed follow-up actions, as part of the implementation reports submitted at each milestone.
- 6.5 To support the preparation of communication materials – including presentation decks, one-pagers and policy briefs – that translate study findings into formats suitable for use in dialogue settings and for broader advocacy and dissemination purposes.

Coverage and Time Frame

The study covers the Republic of Croatia, with a primary focus on the counties and municipalities where educational segregation of Roma students is most pronounced: Međimurje, Varaždin, Brod-Posavina and Sisak-Moslavina Counties. Field data collection will be conducted in all identified segregated schools and in at least 10 comparable schools with low or no segregation to allow systematic comparison. Policy-level consultations will include national authorities (MoSEY, ETTA), county-level education departments, and municipalities. Roma community representatives, parents and students will be engaged across all relevant locations.

The study will run from August 2026 to November 2027, but will look at a longer historic period to understand how the segregation has come about. The fieldwork phase (school visits, parent focus groups, student sessions) will be conducted between October 2026 and May 2027, during which Croatian schools are in session. Ethics Committee approval must be secured by September 2026, before fieldwork begins. The final study report and all dissemination materials will be delivered by November 2027.

Audience and Use of Findings

The primary audience for this study is the Ministry of Science, Education and Youth (MoSEY), along with county and municipal governments who are expected to use the findings to inform policy decisions on desegregation, resource allocation and monitoring system reform. The Study Steering Committee, comprising MoSEY and UNICEF Croatia, will participate in quality assurance throughout and will be the first recipients of draft findings.

Secondary audiences include the Education and Teacher Training Agency; school leaders and teachers in segregated and comparable schools; other ministries, such as the Ministry of the Interior, the Ministry of Health, the Ministry of Demography, Ministry of Labour, Pension System, Family and Social Policy, the Croatian Institute for Social Work and its regional offices; the Academy for Social Care, the Government Office for Human Rights and the Rights of National Minorities, civil society organisations working with Roma communities; the Ombudsperson for Children; academic and research institutions; and the broader Roma rights advocacy community.

The findings from this study are expected to provide a comprehensive, multi-level evidence base on educational segregation of Roma students in Croatia, to identify and document proven desegregation measures that can be replicated or adapted, to generate a Theory of Change that can structure sustained policy action, to inform revisions to the national segregation risk monitoring system, to produce practical, actionable recommendations differentiated by governance level and time horizon. The study's findings will also be made available to the UNICEF Multi-country Office, the Regional Office, UNICEF's Centres of Excellence, as well as other country offices as a potential model for similar evidence-generation exercises in countries facing comparable challenges.

Generalisability and Limitations

The study is designed as a comprehensive national-level analysis of educational segregation of Roma students in Croatia, looking into all 16 schools that fit the working definition of segregated schools as described in this ToR. Since some of those schools are relatively small, preference during fieldwork and analysis should be given to schools with the largest absolute numbers of segregated Roma students.

While the study will collect data from schools across multiple counties, not all Roma-populated localities in Croatia will be covered in depth. The focus of this study is to learn about what can be done to support desegregation of Roma in schools which currently are segregated. The study will generate strong associational and explanatory evidence on the possible causes and drivers of segregation, but the complexity of the phenomenon and the 16-month timeframe mean

that causal claims should be made carefully and with appropriate caveats. The Theory of Change will articulate causal assumptions explicitly, which is itself an important contribution.

The quality of findings depends in part on the availability of schools, founders and local authorities to share administrative documents and to participate in interviews. Non-response or incomplete data sharing from some institutions is a realistic risk. The contractor should consider planning for compensating cost arising from engagement of teachers who act as focal points for the logistics and organisation of this research. In other words: teachers should be considered as associate team members who help with organisation, logistics and data collection. The contractor should be open about those risks and propose mitigation strategies, including follow-ups and triangulation where direct evidence is unavailable.

Data collection with parents and some Roma students could be constrained by language and literacy barriers. The measures such as interpreter support, oral consent, participatory methods are encouraged to mitigate these barriers, but some data loss and imprecision in qualitative findings is unavoidable. Researchers should note explicitly where these constraints affected data collection.

In terms of replicability and generalisability, the study is grounded in the Croatian context and its findings are primarily intended for Croatian policy actors. However, lessons on the governance of desegregation, the role of school founders, and the engagement of Roma communities are likely to be relevant for other countries in the region facing similar challenges. The Theory of Change and the recommendations should, where possible, be formulated in a way that supports comparative learning.

III. Scope of Work

1. Involvement of Stakeholders and External Quality Assurance

A Study Steering Committee, with the joint leading role of MoSEY and the UNICEF Country Office in Croatia, will participate in quality assurance for all main deliverables, including the Research Protocol, draft and final reports, Theory of Change, and policy recommendations. On an ad-hoc basis, relevant external experts and other stakeholders may be involved in the process in an advisory capacity.

The contractor is required to present and discuss the Research Protocol – including the detailed workplan, refined methodology and fieldwork schedule – with the Study Steering Committee before fieldwork commences. The draft study report will similarly be reviewed by the Steering Committee and a wider group of stakeholders, including relevant ministries and external experts, before finalisation. These review stages are reflected in the deliverables table and in the payment schedule.

Three structured stakeholder dialogue workshops are planned at key milestones, all held in Zagreb with a policy-level audience: one to validate the analysis, one to validate the Theory of Change and one to discuss draft recommendations. These workshops are designed to ensure that findings and recommendations are grounded in institutional realities and command the political commitment required for implementation.

2. Research Design and Methods

A detailed methodology with tools and instruments for data collection and analysis is expected to be developed by the selected contractor during the study protocol development phase. Approval of the UNICEF team for the Research Protocol, submitted in English, will be required before data collection commences. All materials must be gender-sensitive in language and presentation. The study is expected to employ both qualitative and quantitative methodologies. The final decision on the methodology will be made during the research protocol development phase and during the data collection and analysis, in consultation with UNICEF and the MoSEY. The contractor is advised to consider, but should not be limited to, the following:

- To review existing policies, legislation, strategic frameworks and budgets relevant to Roma education and desegregation, across sectors and at all levels (EU, national, regional and local), including analysis of geographical disparities.
- To review relevant national and international research, analytical or position papers, including reports from the Ombudsperson, the Ombudsperson for Children and the Ombudsperson for Persons with Disabilities.

- To review available official and administrative data on Roma enrolment, school composition, class groupings, and school shifts.
- To review construction documentation and demographic records for schools that are currently segregated, as well as undertaking geospatial mapping of Roma settlements and school locations.
- To review how the risk of educational segregation is monitored, linking it back to data collected through the Ministry of Science, Education and Youth, and to benchmark these against relevant international frameworks and practices.
- To conduct semi-structured interviews and focus groups with key stakeholders such as heads of education departments at county/city level, Roma-minority representatives at county/city level, headteachers, expert associates, Roma assistants, teachers, and parents (subject to Ethics Committee approval).
- To conduct surveys with teachers, both in schools with a high proportion of Roma students and in comparable schools with low numbers of Roma students.
- To consider approaches in which teachers employ action research in their schools to gauge students' voices, test and identify good practices (subject to Ethics Committee approval).

The contractor will be expected to perform the following work packages:

Desk research, geospatial mapping, document collection: review existing literature, reports and policy documents. Analyse available data from the MSoY, the national statistics office, the Office for human rights and the rights of national minorities, other relevant organisations, map distances from schools to settlements. Where documents are publicly available collect and review them, such as school annual plans, enrolment criteria, catchment area maps and decisions, class grouping and shift assignment records, county- and municipal level desegregation plans. Where not publicly available, the contractor will issue a document request.

Individual interviews with administrative and governance actors: conduct individual interviews with headteachers and/or expert associates in the 16 segregated and 10 comparable schools, covering governance decisions on enrolment, class composition and school organisation as well as the daily realities of supporting Roma children and families. Where necessary, conduct additional interviews and/or focus groups with teachers (for example with teachers who teach at satellite schools). Conduct individual interviews with representatives of the school founders: Heads of departments of education on county and city level (pročelnici ureda za obrazovanje) and Roma representatives on county levels.

Teacher survey: design and conduct a standardised online survey questionnaire for teachers in all 26 schools focused on workload, types of tasks performed (preparation, instruction, administration, extracurricular activities, individual support, collaboration with parents, outreach to families) and how teachers organise time in their teaching day. Consider linking time-in-motion logs for three consecutive teaching days with the survey.

Online focus groups with Roma assistants: Conduct one to two online focus groups with Roma teaching assistants from across the identified segregated schools. Online format is preferred to reduce travel burden and to facilitate candid cross-school discussion.

Teacher Action research: To gather data on good practices, the research team should mobilise teachers and treat them as research associates, particularly in the segregated schools, to conduct small-scale teacher-led action research. The research team will hold a 4-hour workshop with the teachers at the beginning and at the end of the small-scale action research cycle which should take up to six months. The researchers should be available to teachers for consultation and advice during the steps of the small-scale teacher-led action research. The goal of the small-scale teacher-led action research is to identify good desegregation practices. The participating teachers will identify a specific practice they are implementing or wish to try, implement it over a defined period, observe and document what happens, reflect on whether it worked and why and share their findings with the research team and other participating teachers at the concluding workshop.

Student Consultations: Student voice will be gathered by researchers through age-appropriate participatory methods with students in segregated and comparable schools. Researchers are encouraged to use participatory methods that are well-suited to this age group and context, such as drawing exercises, vignettes, card-sorting tasks, photo elicitation,

mapping activities and guided group discussions, rather than standard interview or focus group formats. All activities must be conducted only with written informed consent of parents or guardians and written or verbal assent from the student, using instruments approved by the Ethics Committee. Sessions must follow a 'do no harm' protocol and be facilitated by researchers with experience in child-participatory methods. Where students have limited Croatian language proficiency, interpreter support must be provided. The focus is on school experience, peer relationships and sense of belonging.

Validative online teacher focus groups: To validate findings, up to five online teacher focus groups can be organised during the data analysis phase.

Focus groups with parents: Conduct focus groups with Roma parents and community members in municipalities associated with the identified segregated schools. Given the linguistic, literacy and trust barriers specific to Roma communities, the following measures are required as a minimum: community trust-building prior to data collection, in coordination with Roma teaching assistants, community mediators and local civil society organisations familiar to the community; use of trained interpreters and cultural mediators fluent in Boyash or Romani as appropriate to the community; separate sessions for men and women where cultural norms make mixed-group discussion difficult; and informed consent processes that are oral and conducted in participants' own language. Additionally, 2–3 focus groups will be conducted with non-Roma parents in comparable schools, exploring school choice decisions and attitudes towards mixed schooling using indirect questioning techniques.

Development of recommendations: Propose actionable, evidence-based policy and programmatic recommendations. Recommendations should address: desegregation measures at national and local level; coordination between education, social care and other sectors; conditions for replicating successful practices; targeted support for schools with high proportions of Roma students. Recommendations should be differentiated by level (school, municipal, county, national) and by time horizon (short, medium, long term), and should identify where intersectoral cooperation is essential.

Theory of change development: Develop a Theory of change using the UNICEF Results-Based Management handbook (2017) template. The Theory of change will be validated through policy dialogue with stakeholders before finalisation.

Report preparation: Deliver a final study report of up to 40,000 words that includes: an executive summary (available in both English and Croatian); a description of the methodology including a transparent account of the limitations of each data collection approach; findings across all specific objectives; the Theory of Change; long-, medium- and short-term desegregation recommendations for each governance level; and annexes with data collection tools, protocols and sources. A two-page policy paper draft should also be produced along with presentation slide decks accompanying the different phases of the study and one-pagers for dissemination purposes.

3. Data Priorities and Study Participants

The study involves both adult participants and children. Data collection approaches are differentiated by participant group and school context. The table below provides an overview of all participant groups, the methods applied, the indicative number of data collection activities, and the purpose of each strand.

Participants	Schools / location	Method	No.	Purpose / notes
Group A – Administrative and governance actors (SO1, SO2, SO3) – individual interviews conducted by researchers				
Headteacher and/or expert associate	16 segregated + 10	Individual interview (separate or joint)	26 schools (1–2 per school)	Governance decisions on enrolment, catchment areas, class groupings and shifts; daily realities

(pedagogue, psychologist, social pedagogue)	comparable schools	Online; person(s) selected on basis of competence to address governance and/or daily practice		of supporting Roma children and families
Additional interviews/focus groups with teachers in satellite schools	7 satellite schools	Individual interview or small focus group Where needed; in person or online	As needed	Teachers in satellite schools serve as de facto coordinators; additional source on governance decisions and school-level realities
Heads of departments of education (pročelnici ureda za obrazovanje) + Roma county representatives	5 school founders: Međimurje County, Varaždin County, City of Slavonski Brod, City of Sisak, PGŽ	Individual interview + stakeholder validation workshops (Zagreb)	5–6 interviews + 3 workshops	Legal responsibilities, financing, administrative decisions on school composition; Roma county representatives provide community and political perspective; validation of recommendations
National level (MoSEY, national statistics office, Office for Human Rights and Rights of National Minorities)	Zagreb	Individual interview	4–6	Legislative framework, national policies, monitoring of segregation risk, EMIS, data on Roma population
Group B – Teachers and school-based actors (SO3, SO4) – researcher-guided participatory data collection				
Teachers in all schools – survey	16 segregated + 10 comparable	Standardised online survey questionnaire Workload, task types, time organisation; consider linking to time-in-motion logs for 3 consecutive teaching days	26 schools	Systematic, comparable data on workload and daily tasks across all school types
Teachers – action research (good practices)	Segregated schools; approx. 15 teachers	Teacher-led action research Two 4-hour workshops in a Međimurje school (start and end); researcher support available throughout; up to 6 months duration	~15 teachers	Good practices: teachers test and document specific desegregation-related practices over a defined period, document the additional work they are doing in Roma schools, share findings at concluding workshop. Requires Ethics Committee approval.

Teachers – validative online focus groups	Segregated schools, cross-school	Online focus groups (researcher- facilitated)	Up to 5 groups	Validation of findings during data analysis phase; not primary data collection
Roma teaching assistants	All segregated schools, cross-school	Online focus groups 1–2 groups; telephone alternative if connectivity is limited	1–2 groups	Role of assistant in school, informal support to Roma children and families, mediation with parents; cross-school format enables comparison
Group C – Parents, community members and students (SO1, SO3, SO4) – conducted by researchers and teachers				
Roma parents and community members	Municipalities and settlements associated with segregated schools	Focus groups by municipality / settlement Community trust- building; trained interpreters (Boyash/Romani); oral consent; oral or participatory methods; separate sessions for men and women where appropriate	10–12 groups	School experience, attendance barriers, attitudes towards mixed schooling; language and trust barriers require local, community- anchored approach
Non-Roma parents	Comparable schools	Focus groups Indirect questioning on school choice decisions	2–3 groups	Reasons for choosing comparable school; attitudes towards schools with high Roma proportions; mechanisms of avoidance
Students in segregated schools (ages 7– 15)	All segregated schools	Researcher- facilitated participatory methods Drawing exercises, vignettes, card- sorting, mapping, guided group discussion; Ethics Committee approval; parental consent and child assent; interpreter support where needed	All segregated schools	School experience, peer relationships and sense of belonging; researchers use participatory methods suited to the age group rather than standard interview or focus group formats

4. Deliverables and delivery dates

The table below (to be further elaborated as part of the proposal) outlines the expected timing (estimated working days) and deliverables, grouped by the work-packages described above, with an estimate of the share in total workload, to be used as the basis for payment installments.

Activity	Estimated Timing	Key deliverables / Details	Estimate of total workload share
Deliverables related to acceptance of Research protocol and Stakeholder engagement plan			20%
Literature review	By August 2026	Synthesis of relevant national and international literature on Roma educational segregation, relevant case studies, and policy documents.	
Stakeholder engagement plan	By August 2026	Outline document identifying key stakeholders, consultation methods, and ensuring ethical, geographically diverse participation.	
Data analysis summary	By September 2026	Analytical summary of available data from MoSEY, the national statistics office and other relevant organisations on enrolment, attendance, and school composition with regards to Roma.	
Fieldwork design and Ethics committee application and approval	By September 2026	Development of all data collection instruments. Preparation and submission of ethics committee application for all data collection activities involving children, parents and school staff. This includes: study information sheets; age-appropriate informed consent and assent forms for children, parents and teachers; data protection protocols; and risk assessment for school-based fieldwork. Ethics committee approval must be obtained before any school visits or data collection involving children can commence.	
Research protocol	By October 2026	Synthesis of literature research elements; a research protocol with detailed workplan and refined methodology for UNICEF's external quality peer review of research and study protocols, upon successful evaluation of which UNICEF will approve the Research Protocol. The detailed workplan and methodology should include a schedule of school visits, interviews and focus groups across the 16 segregated schools and at least 10 comparable schools with low or no segregation in other counties. Contractor may consider nominating one teacher per school as a focal point who will act as a research associate for facilitating organization of activities and contact with parents and other stakeholders on the school level. Consider including into the schedule: dates and duration of visits per school; research team composition per visit; travel and accommodation arrangements; interpreter requirements; and contingency planning for rescheduling.	
Deliverables related to Desk analysis reports			10%
Governance and policy mapping	September 2026	Systematic mapping of responsibilities, practices, overlaps and gaps at national, county, municipal and school level, also related to monitoring the risk of segregation and including the intersectoral dimension with police, social care and health.	

Historical and demographic analysis	November 2026	Review of construction records, demographic data and geospatial mapping of Roma settlements and schools across relevant counties.	
Deliverables related to data collection			15%
School visits – segregated schools	October 2026–April 2027	Field visits to all 16 identified segregated schools across Međimurje, Varaždin and Brod-Posavina Counties. Each visit to include: individual interviews with school leaders and at least two teachers; focus groups with teaching assistants and expert associates; classroom observation where consented; administration of teacher survey questionnaire. Visits to be scheduled in advance and coordinated with school calendars.	
School visits – comparable schools	October 2026–April 2027	Field visits to at least 10 comparable schools in other counties (Sisak-Moslavina, Koprivnica-Križevci, Osijek-Baranja, Primorje-Gorski Kotar and the City of Zagreb) with low or no segregation, for systematic comparison of workload, school conditions and support structures. Same data collection instruments applied as in segregated schools.	
Focus groups with parents	October–April 2027	Separate focus groups with Roma parents and, where appropriate, non-Roma parents, in municipalities associated with segregated schools. Conducted with informed consent, in participants' preferred language where possible, with interpreter support as needed. Focus on family experiences of schooling, barriers to attendance and attitudes towards mixed schooling.	
Interviews and focus groups with students, possibly also questionnaire	October–April 2027	Age-appropriate individual or group sessions with students in segregated and comparable schools, conducted only with written informed consent of parents/guardians and assent of students, and following Ethics Committee-approved protocols. Focus on school experience, peer relationships and attitudes towards school.	
Policy stakeholder consultation summary	March 2027	Thematic summary of insights gathered from national and county-level stakeholders on segregation drivers, governance gaps, policy responsibilities and desegregation experiences	
Successful desegregation practices report	By March 2027	Analysis of qualitative and quantitative data collected in the field leading to a report identifying and documenting proven local desegregation measures that have demonstrably changed school or class composition, and conditions for their transfer to other contexts	
Deliverables related to data validation and analysis			15%
Teacher-led research	October–May 2027	Where agreed with school leadership, action research cycles may be conducted by teachers to document and test adaptations to daily practice and to document additional tasks of teachers in schools with a high percentage of Roma students. Subject to Ethics Committee approval and individual teacher consent.	
School capacities assessment	By June 2027	Analysis of qualitative and quantitative data collected in the field leading to an integrated analysis of school-based fieldwork data: systematic comparison of workload, resource constraints and support structures across segregated and comparable schools; documentation of	

		informal teacher tasks; identification of support measures needed for desegregation readiness.	
Draft report	By July 2027	Consolidation of literature review, historical analysis, stakeholder mapping, data analysis, school assessments, compiled into one coherent draft report, which will be commented on by UNICEF	
Deliverables related to UNICEF's acceptance of the Draft report, Recommendations and Theory of change. Deliverables should be in English and upon UNICEF approval translated into Croatian			15%
Edited Draft report	By October 2027	Edited draft report based on comments received by UNICEF , which will be evaluated through UNICEF's external peer review system and thereupon approved by UNICEF	
Development of a Theory of Change	May - October 2027	Development of a Theory of Change through iterative consultation and validation processes with stakeholders and UNICEF	
Development of Recommendations	May – October 2027	Development of long-, medium- and short-term recommendations for the school, municipal, regional and national level through iterative consultation and validation	
Deliverables related to Stakeholder engagement, policy dialogue, communication and dissemination			10%
Stakeholder dialogue workshops (3 workshops)	By October 2027	One workshop to validate analysis, one to validate Theory of Change and one to test draft recommendations	
Communication and dissemination materials	By November 2027	Presentation slide decks accompanying the different phases of the study; two-page policy paper; one-pagers for dissemination purposes.	
Policy dialogue facilitation	Iterative, by end of contract	Support to facilitation of policy dialogue with relevant authorities through regular meetings and workshops throughout the study process.	
Final report			15%
Final study report (up to 40,000 words)	By November 2027	Final report incorporating all feedback from UNICEF, MoSEY and stakeholder validation; Theory of Change and all recommendations; includes executive summary in English and Croatian.	

All final deliverables should be delivered in both English and Croatian and proofread to a professional standard and are subject to UNICEF approval.

The following indicators will be used to assess the quality of the consultancy performance:

1. Timeliness and Project Management

- % of deliverables submitted on time (target: 100%)
- % of work packages completed within agreed timeframe (target: ≥90%)
- Number of coordination/monitoring meetings held with the commissioning agency (target: monthly or as agreed)

2. Quality of Research and Analysis

- Desk review includes both national and international sources

- Data analysis includes disaggregation by relevant vulnerability factors (e.g., income, ethnicity, gender, disability, location)
- Stakeholder consultation tools developed and piloted before use (target: yes)
- Research covers all the strategic objectives defined in the ToR (target: yes)

3. Stakeholder Engagement and Inclusion

- Number of stakeholders consulted, disaggregated by type (target: ≥20 participants)
- Gender and diversity balance in consultation participants (target: gender parity + inclusion of marginalised groups)
- Geographical diversity in consultation participants (target: urban and rural representation across relevant counties)

4. Quality and Usefulness of Deliverables

- Draft recommendations validated by stakeholders before finalisation (target: yes)
- Final report includes clear policy recommendations, supported by evidence and relevant to national priorities (target: yes)
- Theory of Change assessed as usable and adaptable for future policy implementation (target: yes)

5. Quality of Communication Materials

- Slide deck or summary materials prepared for stakeholder presentations (target: yes)
- Final report delivered in both narrative and summary formats (target: yes)
- Executive summary available in Croatian and English (target: yes)

5.1. Management Arrangements

The UNICEF Country Office in Croatia will manage the contract under the leadership and day-to-day administrative arrangements, responsibilities, and authorities of the designated supervisor, with support from the Programme Associate, Education and ADAP Associate and other relevant UNICEF team members and consultants, as per need. As the main counterpart, the UNICEF Country Office in Croatia will also be responsible for timely contributions and support to the study, including information sharing, meeting facilitation, technical expertise and guidance. The main responsibility for organising interviews, focus groups and field visits, as well as the provision of interpretation services (if needed), remains the responsibility of the selected contractor. The contractor may consider engaging one or more teachers per school (depending on school size and assignment) as associate research team members because they will serve as focal points in each school for organization and logistical support but also for investing their capacity for teacher-led research which is a recommended part of this study.

The Study Steering Committee, with the joint leading role of the Ministry of Science, Education and Youth and the UNICEF Country Office in Croatia, will participate in quality assurance for all main deliverables, including the Research Protocol, draft and final reports, Theory of Change, and policy recommendations. On an ad-hoc basis, relevant external experts and other stakeholders may be involved in the process in an advisory capacity.

The contractor will report to the UNICEF Croatia Education Officer and conduct the study in full compliance with the contractual arrangements set out in this ToR and in line with UNICEF's Ethical Guidelines. This includes drafting and finalizing all deliverables and briefing UNICEF, MoSEY and other stakeholders on progress, key findings and recommendations, as determined by the ToR. The contractor must demonstrate personal and professional integrity throughout the entire study process. The contractor's team members must respect the right of institutions and individuals to provide information in confidence and ensure that sensitive data cannot be traced to its source. The team must respect study ethics when working with children, including using age-appropriate consent forms, age-appropriate data collection tools, and the principle of "do no harm". Furthermore, team members must ensure that those involved in the analysis have an opportunity to review statements attributed to them. The study process must be sensitive to the beliefs, customs and social and cultural environment of the communities in which it is carried out.

The Team Leader will be in charge of leading the entire process and will be responsible for the timely delivery and quality of all consultancy outputs. UNICEF Croatia Office holds copyright for all materials developed under this contract

and will be free to adapt and modify them in the future. The documents (including raw materials) may not be reproduced, distributed or published without the written permission of UNICEF. UNICEF staff members, consultants, contractors and partners are requested to follow the UNICEF Guidance on External Academic Publishing (January 2017) when engaging in external academic publishing, whether in print or digital form, of the final Study Report.

5.2. Ethical Considerations

The study process must be aligned with the UNICEF Procedure on Ethical Standards in Research, Evaluation, Data Collection and Analysis and in strict adherence with the UNEG Ethical Guidelines and Code of Conduct. Special measures will be put in place to ensure that the study process is ethical and that participants in the data collection process can openly express their views. The sources of information will be protected and known only to the study team. Specific attention must be paid to the following issues:

- Harm and benefits;
- Informed consent;
- Privacy and confidentiality; and
- Conflict of interest of the study informants.

Consequently, the Team Leader must ensure that it is clear to all subjects that their participation in the study is voluntary. All participants should be informed of the context and purpose of the study, as well as the privacy and confidentiality of the discussions. Since children are expected to be actively engaged in the process, the team must follow the UNICEF Guidelines for Conducting Ethical Research with Children and the national Ethical Code of Conducting Research with Children. Research instruments involving children must receive a positive opinion from the relevant Ethics Committee prior to use.

Finally, the team is required to clearly identify any potential ethical issues (including those related to their engagement), as well as the processes for ethical review and oversight of the study and data collection process in their proposal.

VI. Qualifications and experience required

Applicant(s) for this assignment may be a national research institute, academic institution, agency, company, think-tank or professional consulting services provider, or other professional entity that will be responsible for ensuring adequate professional capacity for conducting all tasks. The team is expected to be gender balanced and consist of a team leader and at least two competent team members.

The team leader must have a significant background in education or social policy research, preferably with UNICEF or another UN organisation, experience working on policies related to national minorities and Roma in particular and will be responsible for coordination and for ensuring the quality and timely delivery of all outputs.

Please note that all the major deliverables such as the Research Protocol - including all its components and attachments - and the draft and final Report (which consists of the literature review, desk reviews etc.) need to be delivered in English, and have them translated into Croatian after UNICEF's approval of the English texts. The team is to anticipate the additional resources necessary to translate the final texts from English into Croatian.

Team leader:

- Advanced university degree (Master's or higher) in education, social sciences, public policy, sociology, law or a related field; PhD is an significant advantage.
- Extensive research expertise and at least 5 years of experience in social policy, education or minority rights research, including research with groups who speak Croatian as an additional language, at national or international level.
- Demonstrated experience in research involving Roma communities or other marginalised groups in Croatia.
- Experience in strategic or policy-type research on complex systems in the areas of education and social policy.
- Experience in facilitating multi-stakeholder consultations and policy dialogue processes.
- Proven experience in team leadership and management, with strong interpersonal and communication skills.
- Strong advocacy, analytical, synthesising, report writing and presentation skills.

- Fluency in written and spoken English; excellent writing skills, able to produce concise and comprehensive reports on complex subjects.
- Experience in working with UNICEF or other UN organisations will be considered an asset.

Team member(s):

- University degree in education, social science, social policy, law or a related field; an advanced degree would be considered an asset.
- Sound knowledge of municipal and county government, financing and decision making related to national minorities in Croatia
- Sound knowledge of government policy development systems, in particular in the education and social policy sectors in Croatia
- Sound expertise and at least 3 years of experience in facilitation of stakeholder and policy dialogues
- Sound expertise and at least 3 years of experience in qualitative and quantitative research methods related to minorities and social norms and values and applied in a school setting
- Sound expertise and at least 3 years of experience in social sciences and document and policy research and analysis
- Experience in working with Croatian government institutions on municipal and county level in the relevant sectors is an asset
- Familiarity with child rights in programming or research.
- Strong analytical skills and ability to work effectively in a team.
- Fluency in written and spoken English and Croatian.

In addition to the competencies and experience defined above, the following will be considered a significant asset for the team leader or any team member:

- Familiarity with the work of UNICEF and the UN in Croatia.
- Experience in working with Croatian institutions and in-depth knowledge of national child-related policies and support schemes.
- Knowledge of geospatial data analysis and mapping tools.
- Human-centred design methods in policy and management
- Prior experience in developing Theories of Change.
- Track record in producing communication materials for non-specialist audiences.

Furthermore, the contractor is requested to provide evidence of its capacity and experience to ensure the meaningful participation of children throughout the study process.

VII. Evaluation criteria for selection

The submission should contain two separate proposals: a **Technical proposal** and a **Financial proposal**. Evaluation of offers will be carried out based on the criteria below.

Technical proposal

The contractor is expected to reflect in its submission the company/institution and staff qualifications, knowledge and experience related to the requirements listed above. The technical proposal should outline the workplan: activities to be carried out, with sequencing and an initial list of stakeholders and their roles in the study, as well as the proposed methodology.

What to submit:

- Cover letter

- CVs of all proposed experts – team members
- **Technical proposal.** The Technical proposal should include, at minimum, the following:
 - Corporate Profile highlighting the bidder's qualifications and experience related to the assignment profile; please include details of specific experience with similar assignments in the past five years.
 - Detailed understanding of UNICEF's requirements for this assignment, with a brief reflection on the ToR. If there is a suggestion to adjust tasks or the workplan from the one presented in this ToR, please elaborate with sufficient rationale explaining the effectiveness and efficiency of the revised approach.
 - Detailed methodology and approach to the project, including the division of responsibilities between team members, demonstrating how the proposal meets or exceeds UNICEF requirements.
 - Proposed timeline and milestones.
 - Project dependencies and assumptions (brief risk analysis).
 - List of examples (minimum 3) of previous work related to this consultancy, undertaken as an institution/company, and/or as individual consultant (for the Team Leader only). These examples should include: name of client, title, year and duration of the project; brief scope of the project; project outputs or deliverables (with web-links where possible); and reference/contact person details.
- ANNEX 1 - Financial statements, UNGM number, Certificate of incorporation, The bid form/request for proposal for services form:
 - Two-year set of financial statements for the full financial year
 - UNGM number (kindly visit this page and register as a vendor: www.ungm.org)
 - Certificate of incorporation (in Croatian)
 - The Bid Form/Request for Proposal for Services Form (page 3, 4 and 5 of the LRPS document, duly signed)

The applicants' technical capacity will be assessed against the following **evaluation criteria**:

Technical Evaluation criteria for selection	Evaluation Scale Points
Experience and capacity of a research institute, academia, institution / agency / company / organisation, think-tank or professional consulting services provider, or other professional entity.	20
Structure of the research team – qualifications and experience of team leader/s and members of the team.	20
Quality of technical proposal	40
Total score (minimum of 50 points required for technical qualification)	80

Financial Proposal

Please provide an all-inclusive price in EUR to deliver professional services in accordance with this Terms of Reference. The price must include all costs to be borne by the bidder for undertaking the assignment. The bidders shall present a detailed financial proposal with a detailed cost breakdown: (i) professional fees (daily consultancy rate, number and seniority of professionals included in the quotation); (ii) travel-related expenses (if applicable); (iii) other costs related to translations, communications, administrative tools, etc. Travel costs shall be calculated based on economy class travel; costs for accommodation, meals and incidentals shall not exceed applicable daily subsistence allowance (DSA) rates, as promulgated by the International Civil Service Commission (ICSC).

The total amount of points to be allocated for the financial component is 20. The maximum number of points (20) will be allotted to the lowest price proposal of a technically qualified offer. Points for other offers will be calculated as:
 $\text{Points}(x) = (\text{lowest offer} / \text{offer } x) \times 20$.

The selection process is aimed at selecting the applicant who obtains the highest cumulative score (technical evaluation + financial offer evaluation points) for the assignment, following the "best value for money" principle.

Payments will be made delivery-based, according to the estimated shares of total workload listed in the "Deliverables and Delivery Dates" table above, and the invoices issued for services performed based on submitted deliverables and a work report. Payments will be made upon successful completion of the deliverables and submission of invoices.

- Payment 1 (20% of the total value of the contract) – upon UNICEF’s acceptance of the literature review, stakeholder engagement plan, fieldwork design, Ethics Committee approval documentation, and research protocol
- Payment 2 (15% of the total value of the contract) – upon UNICEF’s acceptance of the historical and demographic analysis and the governance and policy mapping report
- Payment 3 (10% of the total value of the contract) – upon UNICEF’s acceptance of the field data collection summary
- Payment 4 (15% of the total value of the contract) – upon UNICEF’s acceptance of the deliverables related to data validation and data analysis and submission of a first consolidated draft report
- Payment 5 (15% of the total value of the contract) – upon UNICEF’s acceptance of the draft study report, draft theory of change and draft recommendations
- Payment 6 (10% of the total value of the contract) – upon UNICEF’s acceptance of stakeholder engagement, policy dialogue and communication and dissemination deliverables
- Payment 7 (15% of the total value of the contract) – upon UNICEF’s acceptance of the final study report, all communication and dissemination materials, and confirmation that the three stakeholder dialogue workshops have been completed

All original invoices related to the contract (e.g. translation costs, transportation or accommodation costs, if relevant) should be kept and available to UNICEF upon request.

UNICEF reserves the right to withhold all or a portion of payment if performance is unsatisfactory, if deliverables are incomplete, not delivered, or for failure to meet deadlines.