EVALUATION OF THE UNICEF GENDER ACTION PLAN

TERMS OF REFERENCE

EVALUATION OFFICE, UNICEF

OCTOBER 2018
1. INTRODUCTION

The UNICEF Evaluation Office is commissioning an independent evaluation to assess the implementation and results of the Gender Action Plans 2014-2017 to 2018-2021. The evaluation will cover the GAP I and the GAP II. It will look at the strategic positioning of gender in UNICEF. It will examine the conceptual shift of GAP I to II and the approach to mainstreaming gender equality in programme and operations, institutional set-up as well as the results achieved. It will assess the integration of gender and results achieved in both (i) programmatic sectors/areas and (ii) institutional systems and processes.

This document outlines the scope of the evaluation, methodological options and operational modalities for a team of 4 consultants who will be conducting the evaluation under the guidance of a Senior Evaluation Officer at the UNICEF Evaluation Office. The Evaluation Office is looking for individuals with a deep commitment and strong skills in evaluation and gender analysis.

BACKGROUND

UNICEF aims, through its policies and programmes, to promote the equal rights of women and girls and to support their full participation in the political, social and economic development of their communities.\(^1\) UNICEF public documents recognize the human rights principles of equality and non-discrimination as central to the consideration of gender equality and believes that gender-based discrimination is one of the most ubiquitous forms of discrimination that children face. UNICEF also strives to mainstream gender equality in all its work for children, with the Convention on the Rights of the Child (CRC) as a principal reference, and the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) as an important underpinning of the organization’s mandate and mission. UNICEF recognizes the mutually supportive relationship between the CRC and CEDAW. As participating entity of the UN System-wide Action Plan (UN-SWAP) on gender equality and women’s empowerment, UNICEF annually reports on the 17 common Performance Indicators.

**The UNICEF Strategic Plan 2018-2021**

The common chapter to the [UNICEF Strategic Plan 2018-2021](https://www.unicef.org/about/who/index_mission.html) of UNDP, UNICEF UNFPA and UN-Women underlines the key areas of collaboration of which ‘achieving gender equality and the empowerment of women and girls’. The UNICEF Strategic Plan 2018-2021 also highlights that “UNICEF will strengthen the mainstreaming of gender equality across the organization’s work, in line with Gender Action Plan, 2018-2021. The Strategic Plan includes enhancing gender-responsive programming for the achievement of results for girls and boys as well as for strengthening systems and processes.” The Strategic plan also notes that the organizational focus on equity recognizes the criticality of equality between girls and boys, and the intimate link between the welfare and rights of women and that of children.

Building on the [Gender Action Plan, 2014-2017](https://www.unicef.org/about/who/index_mission.html), as well as system-wide efforts to promote gender equality, gender results are integrated into each of the five Goal Areas of the Strategic Plan 2018-2021. The GAP specifies three areas for UNICEF’s work on gender equality: (1) integrating gender across programming sectors; (2) five targeted priorities for adolescent girls’ empowerment; and (3)

---

\(^1\) UNICEF mission statement: [http://www.unicef.org/about/who/index_mission.html](http://www.unicef.org/about/who/index_mission.html)
strengthening the organization’s strategies and systems to make UNICEF a more effective and gender-responsive organization. Gender integration results include quality maternal care; equitable learning and skills for girls and boys; gender responsive WASH systems and transforming gender discriminatory roles and practices. In addition to gender-integrated outcomes, the Gender Action Plan places strong emphasis on addressing some of the key barriers to the empowerment of adolescent girls. Engaging men and boys as a part of the change is critical for addressing the root causes of gender-based discrimination and transforming social norms. There is a strong focus on mainstreaming gender analysis in programme design and delivery, strengthening the collection and utilization of disaggregated data, forging partnerships, building capacity, achieving gender parity in staffing, and effectively using resources. Gender equality results and strategies are further elaborated in the Gender Action Plan, 2018-2021. UNICEF and the other United Nations entities have also proposed common indicators for coordinated action in support of gender equality.2


The Gender Action Plan (GAP) 2018–2021 specifies how UNICEF will promote gender equality across the organization’s work, in alignment with the UNICEF Strategic Plan, 2018–2021. It elaborates the gender dimensions of the programmatic results across the five goal areas of the Strategic Plan, as well as the steps to strengthen gender across change strategies and institutional systems and processes.

The GAP is the UNICEF road map during 2018–2021 for supporting the achievement of gender equality goals in conjunction with partners and national stakeholders, as outlined in the 2030 Agenda for Sustainable Development and the Sustainable Development Goals.

The vision for the first phase of GAP 2014-2017 was to establish a basic gender architecture of staffing and capacity, and define a set of priority programming results accompanied by strengthening of systems and resources for implementation and measurement. The GAP 2018–2021 aims to accelerate gender programming so that it covers a broader range of issues and contexts, producing not only greater depth and breadth of gender-equitable results, but also delivering them at scale. It also aims to intensify gender integration in institutional systems and processes by expanding gender capacity and expertise; strengthening gender analysis, data and tools; documenting and sharing best practices; and bolstering the allocation and utilization of resources.

GAP Theory of Change

UNICEF mainstreaming strategy includes integration of gender in both programmatic results and institutional systems and processes. The GAP programmatic framework defines a twin-track approach: (a) integration of gender equality outcomes across all programme areas, and (b) specification of “targeted gender priorities” focused on empowering adolescent girls.

---

Gender in programmatic results

The UNICEF Strategic Plan, 2018–2021, integrates gender equality into all five goal areas. GAP 2018–2021 articulates two themes to make the integration of gender within programmatic results. The first theme focuses on equality between girls and boys; the second on gender equality in care and support for children. Within these themes, eight results are specified as demonstration models for integrating gender into all programming. These eight ‘demonstration’ results are embedded in the Strategic Plan, with indicators in the Results Framework.

The GAP also focuses on adolescent girls’ well-being and empowerment through five targeted priorities. These five priorities span goals 1, 2, 3 and 4 in the UNICEF Strategic Plan, and are a focus in both humanitarian and development settings:

(a) Promoting adolescent girls’ nutrition, pregnancy care, and prevention of HIV/AIDS and human papilloma virus (HPV); (b) Advancing adolescent girls’ secondary education, learning and skills, including STEM; (c) Preventing and responding to child marriage and early unions; (d) Preventing and responding to GBV in emergencies; (e) Facilitating accessible and dignified menstrual hygiene management (MHM).

Gender in programme strategies and institutional systems

The GAP recognizes the importance of gender-responsive strategies and systems to achieve programmatic results as well as meeting QCPR commitments and the UN-SWAP.
Previous corporate level independent reviews and evaluations

In 2008 an Evaluation of Gender Policy Implementation in UNICEF was conducted by the evaluation office. The purpose of this evaluation was to identify how well UNICEF had implemented its 1994 policy for the integration of gender equality into UNICEF’s programming; and to identify good practices in gender equality upon which UNICEF can build effective future programming. The evaluation found that the 1994 UNICEF gender policy remains relevant but needs updating. UNICEF has not implemented its gender policy systematically, has significantly under-resourced the gender mainstreaming process, and has not built in effective accountability mechanisms.

In 2016 the Development Effectiveness Review found that the evaluation function has responded positively to address issues of gender equality in its evaluations. While the coverage of gender in evaluation reports conducted by UNICEF improved the actual findings on how effectively addressed gender equality continued to be disappointing. Less than half of UNICEF evaluation reports which addressed gender issues reported positive findings. The main reason for the failings were the absence of gender perspective and/or non-application of gender analysis during programme design and delivery.

In 2017 an analytical review of Gender Action Plan was commissioned by UNICEF’s Evaluation Office to address two identified needs: (i) to support a potential future evaluation of the development, design and implementation of the GAP; and (ii) to inform ongoing discussions about the next GAP and Strategic Plan (2018-2021). The review found that the document was strategic, ambitious, result focused and represented a significant departure from the prior Strategic Priority Action Plan for Gender Equality. It
also pointed out short comings in six key areas: conceptual clarity, prioritization, implementation capacity, mainstreaming, partnerships and knowledge management.

2. PURPOSE AND OBJECTIVES OF THE EVALUATION

PURPOSE

UNICEF’s mission statement highlights that ‘UNICEF aims, through its country programmes, to promote the equal rights of women and girls and to support their full participation in the political, social, and economic development of their communities.’ This evaluation hopes to fulfill an accountability agenda to measure progress or lack off and to learn lessons for UNICEF to play an effective leadership role in gender equality. This evaluation topic is therefore a priority in the plan for global thematic evaluations 2018-2021.

This evaluation is of interest to the Executive Board members of UNICEF and timely since the last corporate evaluation undertaken by the UNICEF Evaluation Office was in 2008. Furthermore, as per the revised UN-SWAP 2.0 that came into effect in 2018, the UN-SWAP calls for an evaluation to assess corporate performance on gender mainstreaming or evaluation of its gender equality policy/strategy to be conducted every 5 to 8 years. In addition, the GAP 2018-2021 notes that UNICEF will undertake a full evaluation of its effectiveness on gender mainstreaming in 2019.

The focus of this evaluation is to assess, the strategic positioning of gender in an organization that has girls and women at the heart of its mandate. It will also assess progress against the GAP objectives, intervention strategies, priorities, and institutional mechanisms that support the implementation of the action plan and inform its future implementation. There is considerable demand both internally and among UNICEF’s key stakeholders for an evaluation of UNICEF’s work which generates concrete evidence that can guide UNICEF’s work in gender equality and the empowerment of women and girls. The key stakeholders include UNICEF’s Executive Board, programme countries and donors.

The findings and recommendations generated by the evaluation will be used to independently verify results, influence UNICEF’s strategic direction and positioning on gender equality, as well as inform the implementation of the current GAP.

The intended audience for the evaluation are the UNICEF gender section, UNICEF staff/management at HQ, Regional and Country Office level, the Executive Board, national governments and partners organizations.
OBJECTIVES

The primary objective of the evaluation is to contribute to improving the organization’s accountability for its performance and results on gender equality and the empowerment of women and girls. The secondary objective of the evaluation is to generate evidence and learning to guide effective action towards strengthening gender equality in programmes and systems. In doing so, the overall evaluation objective is to assess how the Gender Action Plan has contributed towards UNICEF achievement of its gender equality objective. The timing for the GAP evaluation is coordinated with a presentation to the UNICEF Executive Board in 2020, and will inform the development of the next iteration of the Gender Action Plan starting in 2021.

The evaluation will serve the following specific objectives:

1. To assess the relevance of GAPs conceptual design and Theory of Change from the point of view of UNICEF’s mandate as defined by the CRC and CEDAW, and the organization’s obligation to the SDGs and UN SWAP as captured in the Strategic Plan 2018-2021 and other corporate strategy documents.
2. To provide an independent assessment of the progress made towards achieving the programmatic results outlined in the GAP,
3. To assess the coherence, effectiveness and efficiency in the institutional implementation of the GAP.
4. Provide lessons, conclusions and forward looking recommendations to improve the design of the next Gender Action Plan, and the implementation and management of GAP 2018-2021.

5. DESIGN, SCOPE AND EVALUATION QUESTIONS

DESIGN AND SCOPE

The GAP is the key instrument for promoting and managing gender equality and the empowerment of women and girls in UNICEF. The evaluation is design on the assumption that evaluating GAP will provide the lens to assess progress on gender equality and the empowerment of women and girls in UNICEF.

The evaluation will cover the implementation period of the GAP 2014-2017 and 2018-2021 to the time of the conduct of the evaluation in 2019.

As per the objectives, the focus of the evaluation analysis and findings will be at four levels: (i) the conceptual framework; (ii) institutional and management effectiveness; (iii) programmatic results; and (iv) forward looking lessons from the implementation of the GAP across the organization.

(i) **Conceptual framework**: This component will assess the strategic positioning of gender in an organization that has girls and women at the core if its mandate. The evaluation will assess how GAP is positioned in relation to international gender framing documents such as the UN-SWAP, CRC, CEDAW, SDGs etc. It will draw comparisons with gender strategies and gender action plans.
of selected comparable entities. The evaluation will look at the GAP strategies, including the theory of change, the choice and use of analytical tools within the GAP. The conceptual aspect will also look at how the design of GAP fits into the context of UNICEF work across the regions and practical realities. The evaluation will also look at the effectiveness of the twin approach to programming: (a) integration of gender equality outcomes across all programme areas (gender mainstreaming), and (b) specification of “targeted gender priorities” focused on empowering adolescent girls.

(ii) **Institutional and Management coherence and effectiveness**: This component of the evaluation will assess how UNICEF has implemented and used the GAP to promote gender equality and women’s empowerment in UNICEF’s programming guidance and policy actions. It will assess how the GAP was developed, introduced and managed (including its governance structure and architecture) in terms of its communication and implementation at HQ, regional and country level. More specifically, it will look at GAP accountabilities, capacity and resourcing and institutional gender mainstreaming. Finally, monitoring procedures and institutional transformation initiatives will also be looked at. Coherence of GAP intention across the system will be assessed.

(iii) **Programmatic Results**: This component of the evaluation will look at the adequacy of the systems in place to implement GAP and its priorities. It will take stock of the activities being implemented and make an independent assessment of outputs and where possible results as per the twin-track approach defined in the GAP programmatic framework.

(iv) **Partnership**. This component of the evaluation will look at how UNICEF is leveraging the alliances it has forged with United Nations agencies and other stakeholders to advance progress on gender equality at HQ, regional and country level.

(v) **Lessons Learnt**: This component will draw lessons from the implementation of the GAP for the future.

The exercise will validate the achievement of GAP I and GAP II outputs and the likelihood of achieving the outcomes. It is important to note that measuring attribution in such a complex area as gender equality is very difficult. Since the GAP covers a large variety of contexts, sectoral and cross-sectoral areas, programme strategies including advocacy, service delivery, capacity building, and knowledge dissemination etc. this evaluation will therefore focus on validation of reported results and how the reported results were achieved.

The evaluation will provide feedback on GAP implementation and performance. It will assess the achievement of outputs and progress towards GAP objectives, in line with the evaluation criteria of relevance, efficiency, effectiveness, coordination, coherence, coverage, partnerships and potential for sustainability. It will also identify the key factors responsible for the achievement or lack thereof of GAP objectives. The evaluation will also assess GAP implementation and management arrangements in place.

The geographical coverage will include HQ, all Regional Offices. Country Offices under the evaluation will be determined in terms of scale/intensity of UNICEF intervention; contextual challenges (i.e. is there a conducive policy/programming environment); coverage of fragile/emergency settings etc.
The principles of equity, human rights, gender equality and ethics are essential to the GAP aiming to achieve gender equality and women’s empowerment. As such, these principles will be integrated in the evaluation design, scope, approach, methods and analysis.

This evaluation will not address gender party in Human Resources, flexible work place arrangement and other related HR-related gender issues.

**EVALUATION QUESTIONS AND CRITERA**

The indicative evaluation questions presented below are formulated using the key evaluation criteria of relevance, effectiveness, efficiency, sustainability, coverage. It is expected that the evaluation questions will be further sharpened during the inception phase.

The key questions of this evaluation are as follows:

1. **Is GAP framework and approach design consistent with UNICEF’s mandate and overarching strategies, SDGs and global context (Design question. Relevance criterion)**
   - Is the GAP twin approach adequately positioned to respond to its girls and women centered mandate?
   - Does the GAP design position itself to international gender framing documents such as the UN-SWAP, CRC, CEDAW, SDGs, etc?
   - How does the GAP position itself to the UN-SWAP on GEWE in terms alignment and results?
   - Does the GAP address the challenges of our time: humanitarian, complexity, youth bulge, etc.
   - Do the approaches and assumptions in the GAP theory of change address the gender equality challenges and opportunities at country and systemic levels – including the promotion of a gender transformative agenda?
   - How were the strategic choices of the GAP design identified and agreed?
   - What issues have been identified on the GAP design from implementation experience?

2. **How coherent and effective is the GAP in integrating gender equality in UNICEF’s institutional systems at different organization levels? (Efficiency, Coherence and effectiveness Criterion)**
   - What systems and processes were put in place to mainstream and operationalize GAP and how coherent are they?
   - Did the introduction/changes of the systems and process help to deliver gender results?
   - What form of partnerships and collaborations were initiated to assist in GAP implementation at all levels?
   - What learning and innovation systems were put in place and to what effect?
   - What resources and capacities were invested to implement GAP?
   - Are measurement systems with well-defined indicators in place?
3. **How has the GAP enabled UNICEF to deliver on gender equality and women’s empowerment development results? (Results question. Effectiveness criterion)**

- Did the mainstreaming and adolescent girls’ prioritized approach of GAP contribute to improved results for women and girls?
- What outputs and results can be observed?
- In view of the results to which GAP contributed, what changes (and/or unintended consequences) have been recorded or perceived by national stakeholders?
- What were the specific aspects of GAP that contributed to these changes (or consequences)?
- Why did these changes (or consequences) occur?
- What is perceived by different country level stakeholders as the main “added value” of UNICEF work on gender equality in the last 5 years?
- How did the GAP implementation manage risks, constraints (bottlenecks), limitations?
- Did the UNICEF work on gender equality or any other variables make incremental difference or was it transformational? (Attribution)

4. **What are the key lessons, based on positive contribution or challenges faced by in the design and implementation of the GAP that can be carried forward into the future work of UNICEF? (Lessons learned question. Effectiveness, efficiency & sustainability criteria.)**

- What are the key lessons to be drawn from the contribution and challenges faced in the design and implementation of the GAP in helping countries meet their national gender objectives and those of the SDGs?
- What lessons can be learned on limitations and strengths in the design and effective implementation of GAP at all levels of UNICEF?
- What lessons can be learned in capacity development and resourcing for future of GAP implementation?
- What lessons can be learned in working in partnership for GAP objectives at all levels?
- What are the implications of these lessons for the future work of UNICEF and how can they best be incorporated into future and improvements in GAP implementation?

5. **EVALUATION METHODOLOGY AND APPROACH**

The evaluation will be transparent, inclusive, as well as gender and human rights responsive. The evaluation will be conducted in a participatory manner, drawing on the experience of stakeholders at headquarter, regional and country level. It will be carried out within the framework of the UNICEF Revised Evaluation Policy (12 April 2018) and the United Nations Evaluation Group Norms and Standards.

Methodological orientation will be provided by constructing a logic model to map result pathways embodied in the GAP as framed by various documents and as understood by stakeholders. The evaluation will utilize mixed methods and draw on quantitative and qualitative data. These complementary approaches will be deployed to ensure that the evaluation:

---

3 The proposed methodology is to be further developed during the in-depth inception phase. There will be a need to develop a detailed design analytical methods and tools based on additional literature review and consultation.
▪ responds to the needs of users and their intended use of the evaluation results;
▪ integrates gender and human rights principles throughout the evaluation process, including participation and consultation of key stakeholders (rights holders and duty-bearers) to the extent possible;
▪ utilizes both quantitative and qualitative data collection and analysis methods that can provide credible information about the extent of results and benefits of support for particular groups of stakeholders, especially vulnerable and marginalized groups.

Data will be disaggregated by relevant criteria (wherever possible): age, gender, marginalized and vulnerable groups, etc. The evaluation will follow the guidance on the integration of gender equality and human rights principles in the evaluation focus and process as established in the UNEG Handbook, Integrating Human Rights and Gender Equality in Evaluation - Towards UNEG Guidance. The evaluation will follow UNEG Norms and Standards for Evaluation in the UN system and abide by UNEG Ethical Guidelines and Code of Conduct as well as the UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis.

The evaluation will utilise a theory of change approach to the evaluation of the GAP taking into consideration the UNICEF Strategic Plans and other strategic and policy frameworks – its intended outcomes, the activities implemented to achieve those outcomes, and the contextual factors that may have had an effect on implementation of UNICEF interventions and their potential to bring about desired outcomes. Where outcome-level data is lacking, evaluators will assess the extent to which programmes and interventions have contributed to the achievement of results foreseen in the GAP.

The evaluation team will design the evaluation methods and tools that will allow the evaluation team to answer the questions and to come up with an overall assessment backed by clear evidence. The methodological design will include: an analytical framework; a strategy for collecting and analysing data; a series of specifically designed tools; and a detailed work plan.

The evaluation team will propose a provisional methodological design within the bid (including detailed cost estimates). The main elements of the method will be further developed during the inception phase in line with the agreed evaluation questions (incl. assumptions to be assessed, indicators, data collection tools and analysis approach) and analytical framework and should include the following:

**Documentary review and secondary data**: A preliminary list of relevant documentation (together with electronic copies) including key documents related to UNICEF activities, reports from other stakeholders and existing literature in the theme has been prepared by the Evaluation Office in consultation with UNICEF technical experts (see selected bibliography in annex). Access to these documents will be made available to interested bidders on request.

A full set of available documents will be shared with the evaluation team during the inception phase. It will include global/regional-level resources that are already available in headquarters such as strategic documents, annual reports, portfolio analysis containing financial information, thematic papers, related studies, evaluations, etc.

Previous thematic, country, or programme evaluations, reviews, audits and assessments carried out by UNICEF and key partners should be used to inform the present exercise. The evaluators will also take into account documentation produced by other donors, experts, and international institutions. In addition, evaluators will be responsible for identifying and researching further information (both qualitative and
quantitative) at global, regional and country levels. The available documentation will be reviewed and analysed during the inception phase to determine the need for additional information and finalisation of the detailed evaluation methodology.

**Interviews with key informants:** will be conducted by the evaluation team with relevant stakeholders. Key staff from programme countries and global/regional advisors/experts will be interviewed during the inception phase. During the data collection phase, interviews will be conducted with international and national experts and staff. Additional interviews will be conducted with policy makers and actors in the field of gender equality and women’s empowerment. Interviews will also be held with staff of other UN agencies and relevant institutions that partner with UNICEF in its support to gender equality at global, regional and/or national levels. Interview protocols will be developed during the inception phase.

**Group interviews and focus groups:** will be conducted by the evaluation team with selected UNICEF staff, beneficiaries, service providers, and decision/policy makers as well as other actors in the field of gender equality. When organising focus group discussions and group interviews, attention will be given to ensure gender balance, geographic distribution, cultural sensitivity, representation of population groups and representation of the stakeholders/duty bearers at all levels (policy/service providers/target groups/communities). The specific protocols for focus group discussions will be developed during the inception phase.

**Country and regional visits:** the evaluation team will assess UNICEF support at global, regional and country level. The team will conduct 7 country visits to provide an in-depth assessment and illustrate GAP results at regional/country level as well as analysing to what extent UNICEF HQ and regional offices support country offices in terms of guidance and technical support.

In addition, for a balanced approach, the team will undertake ten desk based country/ regional studies (no field visits involved) to supplement the field visits and inform the synthesis report. Methodology for the desk studies will involve a documentary review and phone interviews.

The criteria to identify and select country studies will be further developed by the evaluation team at the inception phase in close collaboration with the evaluation manager.

### 6. METHODS FOR DATA ANALYSIS

The evaluation matrix will provide the guiding structure for data analysis for all components of the evaluation. The evaluation questions will be used to structure data analysis. The following methods of data analysis and synthesis are encouraged to be used:

- **Descriptive analysis** - to identify and understand the contexts in which the GAP has evolved, and to describe the types of interventions and other characteristics of the GAP.
- **Content analysis** - to analyze documents, interviews, group discussions and focus groups notes and qualitative data from the survey to identify emerging common trends, themes and patterns for each key evaluation question, at all levels of analyses. Content analysis can be used to highlight diverging views and opposing trends. The emerging issues and trends provide the basis for preliminary observations and evaluation findings.
- **Comparative analysis** - to examine findings on specific themes or issues across HQ, regional and countries. It can be used to identify good practices, innovative approaches and lessons learned.
This type of analysis allows for comparing findings emerging from the field visits and data collected through the survey.

- **Quantitative analysis** - to interpret quantitative data, in particular data emerging from the survey, as well as from the annual reports, country-level studies and reports, and financial data.
- **Contribution analysis** - to assess the extent to which the GAP I and II contributed to expected results. Test assumptions, examine influencing factors, and identify alternative assumptions for each pathway of change.

7. **EVALUATION PROCESS**

The evaluation will be conducted in four phases:

**I – Preparatory Phase**

The UNICEF Evaluation Office leads the preparatory work in consultation with technical teams. This phase includes:

- The drafting of terms of reference for the evaluation;
- The initial document collection and review;
- The selection and recruitment of the independent evaluation team;

**II – In-depth Inception Phase**

The evaluation team will conduct the design of the evaluation in consultation with the UNICEF Evaluation Office. This phase includes:

- The inception phase will involve a briefing from the Evaluation Office and the Reference Group.
- It will also involve discussions with selected UNICEF staff at NY headquarters, regional and country offices. The consultant team will conduct in-person or over the phone discussions/interviews with selected UNICEF staff at NY headquarters, regional and country offices.
- A documentary review of all relevant documents available at headquarters, regional office and country office levels and documentation from external source including gender plans/strategies of similar entities. The inception phase will involve a desk-based review analyzing the documents related to the preparation of the GAP, processes, and activities undertaken to date, country programme documents of selected countries, work plans, management plans, strategies and any additional documents shared by the Evaluation Office\(^5\). The selected team will also conduct broad background reading of past evaluations of similar gender strategies/plans. This will help narrow the focus and refine the evaluation approach.
- The refinement and development evaluation questions, the identification of the assumptions to be assessed and the respective indicators, sources of information and methods and tools for the data collection.
- The development of a data collection and analysis strategy.
- A concrete work plan for the field and reporting phases.
- The selection of the regional/country case and desk studies.

---

\(^5\) An initial list of documents will be shared with the consultant team but will have to be complemented during the interview process.
During this phase the team will produce a 20 to 25 page inception report. It will further refine the assessment’s objectives, scope and key questions to be answered by the evaluation. It will set out the approach to the evaluation as well as an appropriate evaluation design and methods. Finally, it will present the assessment frames and instruments that will be used to undertake the evaluation. The inception report will provide an outline of the final report. It will provide a clear, costed work plan. The evaluation team leader will submit the draft inception report to the EO Evaluation Manager and present it to the reference group in person in New York. The Evaluation Manager will provide a matrix with stakeholder comments for the attention of the evaluation team, who will address the comments receive and prepare both a final report and an annotated matrix indicating how comments have been addressed. The final report will be submitted to the EO evaluation manager. The inception report shall be considered final upon approval by the UNICEF Evaluation Office.

III - Data Collection and Analysis Phase

This phase of the evaluation will involve an extensive desk review and analysis. It will also include global, regional and country level consultations. For the global consultations, a first step for this will be to identify stakeholders at this level and assess their roles in planning and implementation of the GAP. The list of respondents and collaborations will be completed by programme colleagues.

The evaluation team will conduct structured in-person or phone/skype interviews and/or focus group discussions with the gender section, other governance structures of the GAP, regional office colleagues, and participating country offices.

For the country level consultations, the Evaluation team will visit 5 countries (selection criteria will be developed by the team during the inception phase) and spend 8 working days in situ per country visit to review the design, technical and management aspects of the programme at the country level with regard to the constraints, opportunities, contextual and substantive issues in operationalizing the GAP at the country level. The selected of countries to be visited will depend on their progress and implementation status.

The Evaluation team will carefully review the sources and reliability of information, determine what gaps there may be in the information required, and suggest methods needed to fill the gaps. At the end of each country visit, the Evaluation Team will collaborate with the country office to organize a stakeholders’ workshop. The purpose of the workshop will be to solicit feedback on preliminary findings and recommendations from both the country and global findings.

IV - Validation and Reporting Phase

In this phase a series of debriefing meetings will be held to validate major findings of the draft evaluation report. A workshop will be held to formulate recommendations in a participatory manner with the evaluation reference group. A debriefing will be held with the UNICEF Evaluation Office, Gender Section and the Evaluation Reference Group. A second debriefing through skype for business will be held with participating country and regional offices. The purpose of these debriefings is discuss and comment on the evaluation, checking for factual errors or errors of interpretation.

The exercise will culminate with the completion of the evaluation report that includes an evaluation matrix, findings, and recommendations. The report should not exceed 60 pages including the executive
The final report will be formally approved by the UNICEF Evaluation Office.

8. DISSEMINATION AND FOLLOW-UP PHASE

The management of the evaluation will follow a participatory approach in close collaboration with programme colleagues and development partners concerned in order to engage them in key moments of the evaluation process.

The evaluation team may be requested to assist in dissemination and follow-up activities, participating in for instance webinars and conference presentations on the findings and conclusions of the exercise.

In the dissemination and follow-up phases, relevant units will prepare a management response to the recommendations in the final report.

9. GOVERNANCE AND MANAGEMENT OF THE EVALUATION

The evaluation will be conducted by an external evaluation team to be recruited by UNICEF’s Evaluation Office (EO). The Evaluation Team will operate under the supervision of a dual-tiered evaluation management and oversight structure. Direct supervision is provided by a Senior Evaluation Officer at the EO, supported by an Evaluation Specialist. The Evaluation Office will be responsible for the day-to-day oversight and management of the evaluation and for management of the evaluation budget. It will assure the quality and independence of the evaluation and guarantee its alignment with UNEG Norms and Standards and Ethical Guidelines, provide quality assurance checking that the evaluation findings and conclusions are relevant and recommendations are implementable, and contribute to the dissemination of the evaluation findings and follow-up on the management response. The Evaluation Office will participate in country visits and interviews that the evaluation team is conducting with stakeholders. As such, the UNICEF Evaluation Office will be fully involved in the evaluation process throughout the evaluation.

The advisory body for the evaluation is the Evaluation Reference Group (ERG) bringing together a mix of UNICEF managers, advisors and external experts from among the key stakeholders. The ERG will be chaired by the Director of the Evaluation Office and will have the following role: a) contribute to the conceptualization, preparation, and design of the evaluation including providing feedback on the draft terms of reference, feedback and comments on the inception report; b) provide comments and substantive feedback to ensure the quality – from a technical point of view - of the draft and final evaluation reports; c) assist in identifying UNICEF staff and external stakeholders to be consulted during the evaluation process; d) participate in review meetings organised by the EO and with the evaluation team as required; e) play a key role in learning and knowledge sharing from the evaluation results, contributing to disseminating the findings of the evaluation and follow-up on the implementation of the management response.
### 10. TIMEFRAME AND DELIVERABLES (INDICATIVE AND SUBJECT TO CHANGE)

The implementation of the evaluation is expected to follow the following time schedule.

<table>
<thead>
<tr>
<th>Date</th>
<th>Milestone</th>
</tr>
</thead>
<tbody>
<tr>
<td>September/October 2018</td>
<td>Finalization of the Terms of Reference; Issuance of call for Expressions of interest</td>
</tr>
<tr>
<td>October - December</td>
<td>Contracting of Evaluation Team</td>
</tr>
<tr>
<td>February 2019</td>
<td>Inception phase</td>
</tr>
<tr>
<td>February to June 2019</td>
<td>Analysis of data from 10+ sample countries Field missions to 7 countries</td>
</tr>
<tr>
<td>July 2019</td>
<td>Drafting of the evaluation synthesis report</td>
</tr>
<tr>
<td>July</td>
<td>Draft Report</td>
</tr>
<tr>
<td>September 2019</td>
<td>Final report submission</td>
</tr>
</tbody>
</table>

Expected deliverables include the following:

1. **An Inception report (max 15-20 pages):** following an initial desk review, which outlines the scope, methods and chapter plan for the final evaluation report including instruments for interviews, a work plan and a completed evaluation matrix.

2. **For the 7 countries, a brief of 5 pages and powerpoint presentation will be prepared:** a brief and PowerPoint presentation with main findings to facilitate presentation to national implementers at the end of each country visit (to be shared only with the Evaluation Office for information).

3. **A draft evaluation report (max 60 pages including the executive summary and excluding annexes)**

4. **A workshop between the evaluation team, the Evaluation Office and the reference group to formulate recommendations.**

5. **A second and third draft evaluation report** based on comments received on the draft report during the validation phase, the lead consultant will finalize the Evaluation as required, and submit the Final Report and Summary to the UNICEF Evaluation Office.

6. **A PowerPoint Presentation and up to two facilitated participatory debriefings/workshops with key stakeholders**: A summary of key findings and conclusions prepared towards the end of the evaluation and submitted before the stakeholder validation workshop (10 to 15 slides).

7. **Workshop reports, summarizing the discussion, decisions taken and actions agreed, and addressing feedback provided.**

The inception report and draft evaluation report will be shared with EAG, and participating country

---

6 The precise number of debriefings/workshops suggested should be included in the inception report.
offices for rapid feedback.

The proposed timeframe and expected products will be discussed with the evaluation team and refined in the inception report. The UNICEF Evaluation Office reserves the right to ensure the quality of products submitted by the evaluation team and will request revisions until the product meets the quality standards as expressed by the ERG.

11. TEAM COMPOSITION AND CONSULTANT PROFILE

The proposed team consists of 4 senior level consultants (team leader, two technical experts and one researcher) who will have complementary expertise in the areas of evaluation and gender equality, gender mainstreaming, equity, Human Rights Based Approach, Institutional analysis. The ideal consultants would have previously conducted comprehensive multi-sectoral evaluations and/or applied research work to assess gender equality programmes and/or gender plans/strategies and be familiar with the UN system and UNICEF. The two experts will be supported by a mid-level consultant: a research assistant/data analyst. The team is expected to be balanced in terms of gender and geographic origin. The institution and the evaluation team members will not have been involved in the design, implementation or monitoring of the GAP during the period under review, nor will they have other conflict of interest or bias on the subject.

A TEAM LEADER WITH THE FOLLOWING CREDENTIALS (125 DAYS):

- “Demonstrated experience of programming in gender equality, gender mainstreaming, human rights including sound knowledge of change management processes; familiarity with others sectors, namely health, WASH, education, nutrition, child protection and social protection;”
- Strong team leadership and management track record and commitment to delivering timely and high-quality evaluation report;
- Extensive evaluation expertise (at least 10/15 years) of comprehensive scope with strong mixed-methods evaluation skills and flexibility in using non-traditional and innovative evaluation methods including gender-sensitive, gender-responsive and feminist evaluation methods;
- Familiarity with UNICEF’s programming, policy and advocacy work and experience in evaluating multi-sectoral initiatives would be an asset;
- Background in gender equality, gender mainstreaming, human rights including sound knowledge of change management processes; familiarity with others sectors, namely health, WASH, education, nutrition, child protection and social protection;
- Knowledge of the UN’s human rights, gender equality and equity agendas and experience in applying these to evaluation;
- Good interpersonal and communication skills; ability to interact with various stakeholders and to concisely express ideas and concepts in written and oral form;
- Language proficiency: Fluency in English is mandatory; good command of French is desirable.

The team leader must have an extensive experience in leading evaluations of a similar complexity and character. His/her primary responsibilities will be:

- Conducting and leading the evaluation in all its phases and managing the inputs of the other team members throughout the exercise;
Setting out the methodological approach;
Undertaking country visits;
reviewing and consolidating the team members’ inputs to the evaluation deliverables;
liaising with the evaluation representing the evaluation team in meetings with stakeholders;
Delivering the inception reports, the evaluation report and country visit briefs in line with the requested quality standards.

**TWO TEAM MEMBER WITH COMPLIMENTARY BACKGROUNDS TO TEAM LEADER AND EACH OTHER IN GENDER EQUALITY, GENDER MAINSTREAMING AND STRONG MULTI-SECTORAL ORIENTATION (100 DAYS)**

Significant experience in evaluation and/or policy research with background in gender equality, gender mainstreaming or other areas relevant to addressing gender equality and women’s empowerment issues (at least 12 years relevant experience); Experience in evaluating multi-sectoral programmes or initiatives.

- Strong conceptualization, analytical and writing skills and ability to work effectively in a team.
- Hands-on experience in collecting and analyzing quantitative and qualitative data;
- Knowledge of the UN’s human rights, gender equality and equity agendas and application in evaluation;
- Commitment and willingness to work in a challenging environment and ability to produce quality work under limited guidance and supervision;
- Good communication and people skills; ability to communicate with various stakeholders and to express ideas and concepts concisely and clearly in written and oral form;
- Language proficiency: Fluency in English is mandatory; good command of French and or Spanish is desirable.

The two **theme members** should have a strong ability to interact with a wide range of stakeholders. His/her primary responsibilities will be:

- Contributing to the design of the methodological approach;
- Contributing to the draft inception, draft report and country briefs in line with the requested quality standards;
- Undertaking country visits;
- Providing quality inputs to all deliverables.
ONE RESEARCHER 70 DAYS

- At least 8 years of progressively responsible experience in both qualitative and quantitative data analysis; knowledge management for evaluation, information technology and data management;
- Experience in supporting senior evaluators in ensuring use of consistent interview protocols, templates for recording and reporting on interviews, standard case study report formats and a comparative table of findings;
- Familiarity with gender equality and related issues/sectors an advantage.
- Expertise in handling collaborate teamwork software, online surveys, document repositories, bibliography software and databases.
- Commitment to handling back-office support and logistics as needed.

The researcher will support the team leader and team members in data collection, undertaking an in-depth documentary review and preparing inputs to the evaluation report deliverables.

In close cooperation, and under the supervision of the team leader, the researcher is expected to:

- Conduct the data collection and assemble relevant data and information.
- Conduct interviews as required.
- Undertake desk-review of data sources and materials relevant to the evaluation and undertake analysis;
- Prepare matrices and other formats required for systematic analysis and synthesis of the material reviewed;
- Draft literature review report;
- Contribute to the inception report, draft report and country briefs.

SELECTED REFERENCES

  http://www.unicef.org/gender/gender_57856.html
- UNICEF Gender Action Plan (GAP): 2018-2021


