

Annex B
Terms of References
UNICEF Evaluation of Education Programme in Uzbekistan
(December 2019 – May 2020)

Duration: December 2019 – May 2020

Location: Home-based with travel to Tashkent, Uzbekistan

Estimated total budget:

Grant reference: Non-grant

Relevant UNICEF outcome/output:

Outcome 4: By 2020, girls and boys benefit equitably from improved preschool education and enhanced quality of basic education including in emergencies.

Anticipated start Date: December 2020

Supervisor: M&E Specialist

I Background and Context

Uzbekistan is a country with the largest population in Central Asia region, which gained its independence in 1991. In 2018, it totalled 32.6 million people of which 33 per cent were children under 18 years old. In 2010, Uzbekistan was re-classified by the World Bank as lower-middle income country, with high rates of reported economic growth though coupled with existing regional and income disparities. Following presidential elections in 2016, country embarked on the new path of ambitious economic and social reforms as outlined in newly adopted National Development Strategy 2017-2020. These include, among others, ongoing economic liberalization, administrative and judiciary reforms, reforms of social sector programmes and strategies including in education sector.

The current Country Programme of Cooperation (CP) between the Government of Uzbekistan and UNICEF covers the period 2016-2020. The primary documents that frame the CP are the Country Programme Document (CPD) and the Country Programme Action Plan (CPAP). It is aligned with strategy UNDAF шгесшбуы, relevant SDGs goals and UNICEF Strategic Plan 2014-2017. The Strategic Moment of Reflection (SMR) was undertaken in 2018, in the middle of CP implementation, that helped to further align priorities and provided important insights about the programmatic relevance of the planned activities and the lessons learnt in the context of the recent reforms and new UNICEF Strategic Plan 2018-2021.

The Law on Education adopted in 1997 regulates state policy on education in Uzbekistan. The Education Sector Plan (ESP) 2013-2017 provided an overarching policy framework, designed through an inter-sectoral effort, that offers the long-term vision and strategic objectives for developing the education sector and its sub-sectors over a five-year period. In 2018, UNICEF supported the Government of Uzbekistan to develop the second ESP 2019-2023 by bringing together an entire spectrum of education stakeholders in the country.

Ministry of Public Education (MOPE) is tasked with overall strategy and implementation of state policy concerning both general secondary and pre-school education. However, following the prioritization of early childhood education by the government, a new Ministry of Preschool Education (MOPSE) was established in 2017. Likewise, a new State Inspectorate for Supervision of Quality in Education under the Cabinet of Ministers (SISEQ) has been created in 2017 to oversee and coordinate government efforts to promote quality education. The Ministry of Secondary Specialized and Higher Education stays in charge of provision of vocational and higher education.

Uzbekistan maintained high enrolment rates in education. In 2018, there were a total of 5.2 million students enrolled in 9718 schools¹. According to national data, the gross enrolment ratio of school-age children in primary and secondary school was around 97 per cent in 2016/2017 and has varied between 97-99 per cent during the period of 2000-2016². There were no significant differences in school enrolment by gender. With almost universal enrolment, the overarching focus is mainly on equity and quality of education. While most teachers employ traditional methods in teaching, critical thinking, problem solving, communication and similar competencies will need to be adopted to promote more competency-based learning. This requires revision of the curricula, national assessment systems and teaching workforce policies. There is no data available on several key indicators measuring quality of education, however Uzbekistan plans to participate in PISA assessment in 2021 that will allow to obtain internationally comparable measurement of the learning achievements.

Preschool education in Uzbekistan is the first step of continuous education but does not have a status of compulsory for children of preschool age (i.e. 3-6 years old). Uzbekistan has currently a low access to preschool education when compared to similar countries. According to the official data as of 2017, the coverage of 3-6 aged children by preschool was only 25.4 per cent³. Beyond national averages, disparities are apparent. The household surveys⁴ show that children from the wealthiest quintile are more likely to attend ECE programmes as those from the bottom quintile. In urban areas, opportunities for ECE is higher than in rural settings. State funded full day kindergartens are the major form of pre-school institutions, however the expansion of the private and other alternative forms is started recently. The Ministry of Preschool Education is also introducing compulsory one-year free pre-primary education for children age 6-7 years old not covered by preschool education.

Under national legislation, all children with disabilities in Uzbekistan have the right to education. Most of children with disabilities however attend the specialized schools for children with disabilities or enrol in home schooling. According to Ministry of Public Education statistics, in 2013/14 there were 16,917 children with disabilities attending specialized schools or specialized boarding schools, and 10,064 children with disabilities were enrolled in home schooling⁵. In 2013, the UN Committee on the Rights of the Child highlighted that mainstream schools are frequently inaccessible to children with disabilities, due to, inter alia, physical barriers, a lack of trained staff, and inadequately adapted school curricula.

Due to its geographic location, Uzbekistan is highly susceptible and vulnerable to natural disasters, especially earthquakes. In this regard, the education system remains a critical entry point to promote disaster risk preparedness and safer behaviour among the children.

II The object to be evaluated

Within CP 2016-2020, UNICEF in partnership with the Government of Uzbekistan is working on strengthening education system. In the Annex A (attached with this ToR), there is schematic education programme Theory of Change (ToC), that has been updated in 2017 and formulated using RBM language (i.e. RBM chain of activities – outputs – outcomes – impact). It builds upon previous Education Programme ToC 2014; relevant strategy notes and integrates Disaster Risk Preparedness programme component. A range of implementation strategies is utilized to achieve education programme results including, among others, capacity development; evidence generation, policy dialogue and advocacy; and partnership.

Within CPD, though the original education programme consisted of seven outputs as could be seen from the TOC, after the Strategic Moment of Reflection (SMR), the Output/ results areas were mainstreamed and reduced to four to better reflect the UNICEF-regional priorities and also align them more closely with the Strategic Plan (SP) outcomes. Some activities were reformulated for

¹ State Committee on Statistics, Social Development and Living Standard Statistical Bulletin 2018

² From Education Sector Plan 2019-23 and MDGs 2015 Report

³ For example, please see Uzbekistan Multiple Indicator Cluster Survey (MICS) 2006

⁴ State Committee on Statistics, Social Development and Living Standard Statistical Bulletin 2018

⁵ Ministry of Public Education, 2013/14 *Oquv yili asosiy korsatkichlari [Study of main indicators]*

implementation by new partners such as the State Inspectorate for Monitoring of Quality of Education (SISEQ) and MOPSE. The revised Education programme is formulated under the following Outcome and Outputs:

- **Outcome 2:** By 2020, girls and boys benefit equitably from improved preschool education and enhanced quality of basic education including in emergencies
- **Output 2.1:** By 2020, Government has strengthened legislative and policy frameworks to improve access to equitable and inclusive quality pre-school and general education services
- **Output 2.2.:** By 2020, Government has improved capacity to provide increased access to inclusive and quality early learning services
- **Output 2.3.:** By 2020, Government of is equipped with tools and skills to better formulate and implement programmes for inclusive and quality general secondary education for all children
- **Output 2.4.:** By 2020, Government is equipped with tools and skills to promote safe behavior practices among children and communities before and during emergencies

The planned evaluation will look at the education programme portfolio of the period 2016-2019 and will cover three UNICEF workplans in education with MOPE, MOPSE and SISEQ: 2016-2017, 2018 and partly 2019-2020. During this period, the education programme has been covering the following programme interventions:

Revision of Legal and Policy Frameworks. UNICEF performed the role of the coordinating agency for the Local Education Group (LEG) and Development Partner Group (DPG) for the implementation of the first Education Sector Plan 2013-2017, which UNICEF had helped to develop in 2012. At the expiry of the first ESP, the LEG entrusted UNICEF with the task of developing the second ESP for the next five years. In 2018, UNICEF supported the development of Education Sector Plan 2019-2023.

In 2018, UNICEF also provided technical expertise to the Government to prepare the new Law on Preschool Education as well as to revise the 1997 Law on Education. The new draft Law on Education redirects the focus onto educational quality issues and includes additional articles, focusing on, inter alia, a more rights-based approach; more attention directed at realizing inclusive education; lifelong education; a greater role for the private sector. Likewise, the new draft Law on Preschool Education is based on right-based approach and provides focus toward universalization of preschool education.

During the period of 2016-2019, UNICEF carried out a number of policy reviews to facilitate systemic reforms in education sector. For example, the Early Childhood Education (ECE) Policy Review led to the government coming up with several policies and programmes for enhancing equitable access to quality preschool education. The review of Inclusive Education Policies facilitated the government to draft a roadmap for developing inclusive education policies which is under progress, as well as it contributed to the wider UN-SitAn on the people and children with disabilities. The Teacher Workforce policy review has contributed to the government in coming up with more detailed analysis of teacher workforce related issues and come up with requests to develop teacher professional standards and qualification framework, which is currently ongoing with UNICEF support. UNICEF also prepared two policy notes, one on mobilizing additional resources for expanding preschool education as well as another on ways to engage private sector through Public-Private Partnership mode in expanding preschool access.

Equitable Access to Quality Pre-school Education. During the period of 2016-2019, UNICEF supported the newly established Ministry of Preschool Education by strengthening its institutional and technical capacity. The Early Learning Development Standards (ELDS) have been revised and a new curriculum has been developed using a competency-based approach. Capacity building of key staff in Ministry of Preschool Education as well as master trainers for imparting the ELDS and curriculum to preschool teachers through in-service training has been developed with support from UNICEF. To ensure access to equitable and affordable quality preschool education, UNICEF has been supporting the development of alternative and innovative forms of preschool education. As a result, Conceptual Framework for Alternative Forms of ECE and workplan for modelling of these forms in three most

deprived regions is developed. Furthermore, UNICEF supported the Ministry of Preschool Education in developing a Preschool Education Management Information System (EMIS), which is expected to facilitate systematic, robust data collection for monitoring and evidence-based planning. The system was piloted on the Open EMIS platform and is planned to be further extended to the general secondary education. UNICEF jointly with Ministry of Preschool Education also designed a study to help understand the Knowledge, Attitude and practices (KAP) and to reveal the underlying bottlenecks and barriers for families and communities to access ECE services. The results of the study are expected by the end of 2019 and the findings of the study will be used in designing communication strategies to raise demand for ECE.

Promoting Inclusive and Quality General Secondary Education. During the period of 2016-2019, UNICEF jointly with Ministry of Public Education initiated the process of revising the curriculum in general secondary education to go beyond a content-driven to adopt a more competency-based learning approach. UNICEF also supported the development of the national quality education framework and subsequently working on the development of a quality assurance framework and mechanism to identify and address the gaps in provision of quality education. To support reforming existing national assessment systems and to support capacity building for participation in international assessments such as PISA, UNICEF jointly with Ministry of Public Education carried a study on the profile of children with low learning levels. This study is the first effort in the country to do a nation-wide assessment of children's learning levels at the end of primary grades using tools and methods adopted from international assessment programmes. Furthermore, UNICEF jointly with Ministry of Public Education designed a study to understand the KAP of the community regarding school-based management (SBM) and to identify and address the bottlenecks and barriers in the family and community's participation in school decision making.

Promoting Safe Behaviour and Disaster Risk Preparedness. During the period of 2016-2019, UNICEF jointly with Ministry of Public Education and Ministry of Emergency Situations has been working on disaster risk preparedness interventions within education programme. These include integrating disaster risk preparedness and safe behaviour into the regular school curriculum in a more holistic manner, support development of emergency preparedness plans and strengthening monitoring system for emergency preparedness at school level.

Key Stakeholders

The list of primary stakeholders in charge of implementation of the state policy in education sector and involved in education programme interventions include: State Inspectorate for Supervision of Quality in Education under the Cabinet of Ministers, Ministry of Public Education, Ministry of Preschool Education, Ministry of Secondary Specialized and Higher Education.

Other key relevant national and international stakeholders include members of the Local Education Group (LEG) and Development Partners Group (DGP) such as Cabinet of Ministers, Ministry of Finance, Ministry of Economy, Ministry of Employment and Labour Relations, Ministry of Justice, Ministry of Health, State Committee on Statistics, Youth Union, Chamber of Commerce and Industry, "Makhalla" Foundation, Centre for Economic Research, UN RC, UNESCO, GIZ, EU Delegation, ADB, World Bank, JICA, British Council and USAID.

III Rationale for the evaluation

This summative evaluation will come at the end of the Country Programme of Cooperation between the Government of Uzbekistan and UNICEF 2016-2020. In this context, the evaluation offers the opportunity to critically assess UNICEF education programme's contribution to education sector reforms and provision of more equitable and quality education services in the country. The findings of the evaluation will be used as a basis for discussions, planning and programming between UNICEF and key national and international stakeholders.

The knowledge generated by the evaluation will be used by:

- UNICEF for taking stock of lesson learnt and best practices by the end of CP 2016-2020 and informing its future programming;
- SISEQ, Ministry of Public Education, Ministry of Preschool Education and other key national and international stakeholders to further inform education sector reform agenda and policy making for improving inclusiveness and quality of education services.

IV Objectives of the Evaluation

The evaluation is focused on learning, on what worked and what did not in designing, implementing and assessing education sector programmes by UNICEF. The main objectives of this evaluation are to:

- Assess the relevance, efficiency, effectiveness, sustainability of the programme results, synergies and, to the extent possible, contribution to the long-term change;
- Provide recommendations to guide policy level decision-making by relevant stakeholders on education sector reform and its sub-sectors;
- Identify and document successes, challenges and lessons learnt;
- Provide recommendation to better incorporate gender equality and other equity issues in the programme.

V Scope of the Evaluation

As mentioned, the evaluation will look at the entire programme and will cover most of the programme implementation period, from January 2016 to December 2019. The geographical scope will be nationwide, while specific project locations could be identified for the evaluation visit, as needed.

Different interventions /activities undertaken under each output areas will be examined as part of the evaluation. Furthermore, the evaluation will focus on the criteria of relevance, effectiveness, efficiency, synergy and sustainability. The contribution to long-term changes will also be assessed, to the extent possible.

It is also expected that evaluation will review the gender and equity focus of the programme. This is particularly important as education programme is designed with a view of strengthening national capacities for evidence-based policymaking in education sector including to address the needs of the most marginalized children.

One of the limitations that the education team faced while implementing the education programmes and which may also affect the programme evaluation is the limited availability of reliable and disaggregated data related to education sector and across different vulnerable groups. The available data is not often disaggregated by gender that might hinder assessment of the gender equality issues. Lack of systematic documentation of the programme implementation and key factors that enabled or affected the programme implementation process could also be a limitation to programme evaluation. Another limitation that affected the education programme implementation and hence the evaluation is the lack of institutional memory on the part of government due to high turnover of key staff in education sector ministries and among key stakeholders.

VI Evaluation Questions/Framework

The questions that will guide this evaluation are aligned with the evaluation criteria developed by the OECD Development Assistance Committee (DAC)⁶. To this end, the criteria in use reflect the new draft DAC guidelines in which the criteria “Synergies” is introduced, and the former criteria of “Impact” has

⁶ The DAC evaluation criteria of relevance, effectiveness, efficiency, impact and sustainability were first outlined in 1991 under the OECD, and they are currently under revision. Please refer to OECD 2019.

been replaced by “Long-term Changes”. However, questions may be fine-tuned during the Inception Phase based on considerations of evaluability, time and resource constraints.

Assessing relevance

- To what extent the programme was aligned with global, regional and national priorities in education sector, including SDGs?
- To what extent was the programme aligned with the UNICEF global and regional education priorities? If the programme differed from the UNICEF global and regional priorities, what were the reasons for it?
- Did the programme stay relevant during political, social and economic transformation of the country? How was the programme revised to stay relevant?
- Were the programme implementation strategies relevant to the context? If not, why?

Assessing effectiveness

- To what extent were the planned programme results achieved? What were the factors that promoted or hindered the programme implementation?
- To what extent did the programme effectively mainstream gender?
- To what extent the needs of vulnerable children were considered in the programme planning and implementation?
- Were there any unintended negative or positive outcomes and, if so, were they appropriately managed?
- Which implementation strategies worked or not worked? Why?

Assessing efficiency

- Were the available financial, material and human resources adequate to meet the programme objectives?
- To what extent is the programme cost-efficient? Are there any potential efficiency gains to make?

Assessing sustainability

- Did the programme lead and/or contribute to improvement in the allocation and use of resources for the programme priorities? Were these improvements sustainable?
- Did the programme interventions lead and/or contribute to improvements in legislative and policy frameworks in educator sector?
- What are the opportunities for and risks to the sustainability of the programme in the short and long term?

Assessing long-term change

- To what extent can the programme be considered to have made a contribution to an observed progress in education system?

Assessing Synergies

- To what extent did UNICEF coordinate with development partners and other UN agencies to avoid overlaps, leverage contributions and catalyse joint work?
- To what extent the education programme contributed to cross-sectoral synergies with other sectoral programmes within UNICEF?

VII Methodology of the Evaluation

The evaluation methodology will be guided by the Norms and Standards of the United Nations Evaluation Group (UNEG)⁷ as well as the UNICEF Evaluation Policy.

⁷ UNEG Norms <http://www.uneval.org/document/detail/21>

Evaluability Assessment

This is a preliminary evaluability assessment. At inception stage, the evaluator(s) are expected to conduct a thorough review and analysis of secondary data available to identify information gaps and other evaluability challenges and discuss solutions to address these. The documents listed below provide background information, including quantitative data as well as qualitative information.

In general, the current ToC has been revised in 2017 that may affect the evaluability of the programme. Also, some programme documentation could be limited and, at the times, not available. Assessing contribution of programme in terms of impact on specific vulnerable groups may provide some challenges. Availability of the reliable data, especially disaggregated, is limited and in some cases may hinder evaluability.

The UNICEF Country Office will be able to provide more specific guidance on these issues during the inception phase. In such cases, during the inception phase, the evaluation team is expected to agree with evaluation manager(s) on alternative approaches, including the use of less rigorous evaluation designs and/or the selection of the evaluation questions that can indeed be answered.

Information sources

The following list includes general information sources related to country context and education programme:

Background:

- Situation Analysis of Children in Uzbekistan (UNICEF, 2016 and 2019)
- Uzbekistan Common Country Assessment (UN, 2014)
- UNDAF 2016-2020
- Uzbekistan MAPS Report (UN, 2018)
- UNICEF Strategic Plans (2014-2017; 2018-2021)
- UNICEF Gender Action Plans (2014-2017; 2018-2021)
- UNICEF Country Programme Document (CPD) 2016-2020
- UNICEF Country Programme Action Plan (CPAP) 2016-2020
- UNICEF Strategic Moment of Reflection (SMR), 2018
- UNICEF Country Programme Evaluation (UNICEF, 2014)
- UNICEF Country Office Annual Reports 2018, 2017, 2016
- MICS Uzbekistan 2006
- Statistical Year Books 2018, 2017, 2016 (SCS, MoPE, Ministry of Preschool)
- Uzbekistan National Development Strategy 2017-2020
- UN CRC Concluding Observations on Uzbekistan (2013)
- Situation Analysis of Children with Disabilities (UN, 2019)
- Uzbekistan Country Gender Assessment (ADB, 2018)

UNICEF Education sector programme related documents

- Education Programme Theory of Change (ToC) 2017, 2014
- Education Work Plans 2016-2017, 2018, 2019-2020
- UNDAF Joint Workplans 2016-2017, 2018-2020

UNICEF Education programme studies/reviews

- Study on the Profiles of Children with Low Learning Achievements (UNICEF, 2019)
- Education Sector Plans (2013-2017, 2019-2023)
- Uzbekistan Education Sector Analysis (UNICEF 2018)
- ECCE Policy Review (UNICEF, 2018)
- Inclusive Education Policy Review (UNICEF, 2018)
- Teaching Workforce Policy Review (UNICEF, 2018)

- Review of Law on Education (UNICEF, 2018)
- Quality Education Framework (UNICEF, 2018-19)
- Policy Note on the proposed PPP in preschool education (UNICEF, 2018)
- Policy Note on the additional resource mobilizing mechanism (UNICEF, 2018)
- Uzbekistan Education Sector Analysis (World Bank, 2018)

Planning and programme monitoring sources:

- EMIS process documentation
- Laws and by-laws related to education sector
- Project proposals, progress reports and presentations
- Minutes of the meetings
- Training reports

Evaluation Approach

The evaluation will be conducted in a participatory manner and participation of key stakeholders will be ensured in all phases of the evaluation, including the planning, inception, fact-finding, reporting as well as the management response phases. To this extent, Evaluation Reference Group comprised of representatives of SISEQ, Ministry of Public Education, Ministry of Preschool Education and UNICEF Programme Staff is planned to be established to oversee the evaluation throughout the entire process.

The overall evaluation approach will be based on the overarching education programme's theory of change as presented above. Generally, the evaluation will use a non-experimental design. Data collection will be based on a multiple method approach, including primarily desk review of reference materials (including monitoring reports and other secondary data sources) and interviews with different partners, independent experts, and concerned UNICEF staff. In some cases, field visits and observations of different kind to collect primary data (mainly qualitative) will be required. Triangulation of data (combining qualitative and quantitative data as well as data from a range of stakeholders) will have to be used to increase reliability of findings and conclusions. The evaluators will be required to take into consideration the gender and equity issues while refining the evaluation questions and data collection methods.

During the Inception Phase, the sample of stakeholders to be interviewed and locations to be visited will need to be defined based on agreed criteria. At this point, the evaluation questions will be refined; the evaluator(s) should also develop a more precise evaluation work plan.

Ethical Considerations

Adequate measures will be taken to ensure that the process responds to quality and ethical requirements. The team is responsible to ensure that the process is in line with the United Nations Evaluation Group (UNEG) Ethical Guidelines⁸ and adhere to the UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis⁹.

Evaluators need to specify potential ethical considerations, approaches and review processes in their proposal and an inception report, including of harms and benefits, informed consent, privacy and confidentiality, payment and compensation and conflicts of interest.

The evaluator(s) should be sensitive to beliefs, manners and customs and act with integrity and honesty in their relationships with all stakeholders. Furthermore, they should protect the anonymity and confidentiality of individual information. All participants should be informed of the context and purpose of the evaluation, as well as of the confidentiality of the information shared. Interviewees should be protected (e.g. references to information sources should remain confidential and the report will not contain names unless explicit permission is granted).

⁸ <http://www.uneval.org/document/detail/102>

⁹ https://www.unicef.org/supply/files/ATTACHMENT_IV-UNICEF_Procedure_for_Ethical_Standards.PDF

VIII Work plan of the Evaluation

The evaluation process will consist of three phases:

1. Inception phase including:
 - In-depth desk review of available sources so that the evaluator(s) improve their understanding of related programme areas, involved stakeholders, and the country context
 - Preliminary discussions with the evaluation manager(s) and other relevant actors, to facilitate an in-depth common understanding of the conceptual framework;
 - More in-depth evaluability assessment
 - Refining the evaluation questions and adjusting data collection methods and sample;
 - Inception report preparation, including: Evaluation Matrix for each finally agreed evaluation question, data collection and analysis methods, sample (list of stakeholders to be interviewed and locations to be visited), and operational plan. The inception report will have to be shared with and approved by UNICEF.
2. Data collection phase, including an appropriate mix of data collection methods, as indicated above. This phase will have to be partially conducted in-country. At the end of in-country data collection, the evaluators will be required to present the preliminary findings to UNICEF and key stakeholders.
3. Analysis and reporting phase. Following the completion of the fact-finding and analysis phase, a draft report (in English) should be shared with evaluation managers(s) and other key actors and validated. The validation meeting with key stakeholders will be organized to collect the feedback on the evaluation findings and recommendations. Following the review and comments received, the draft report will have to be finalized and approved by UNICEF. The final report will be disseminated among the key relevant stakeholders by UNICEF.

An independent external review facility, managed by UNICEF ECA RO, will review the quality of all main deliverables (ToR, inception report, and evaluation report) throughout the process.

The process will be guided by the following schedule expected to take place in Dec 2019 - May 2020.

Activity	Timeframe	Location	Deliverables
Inception Phase: 15 working days			
Introduction discussions with UNICEF on evaluation	2 working days	Home-based	Inception report
Preliminary desk review and preparation of the Draft Inception Report including evaluation matrix, data collection and analysis tools and ready for the Ethical Review (as required)	10 working days	Home-based	
Consolidating comments and finalizing Inception Report	3 working days		
Data Collection Phase: 15 working days			
In-depth desk review to gather secondary quantitative/qualitative data	5 working days	Home-based	
In-country data collection	10 working days	Uzbekistan	Presentation of preliminary findings (end of in-country mission)
Analysis and Reporting Phase: 20 working days			
Preparation of draft evaluation report	12 working days	Home-based	Draft report

Validation of evaluations findings and recommendations with key stakeholders (Please note: Evaluation Team Leader/Member will be required to visit Uzbekistan on behalf of the team)	3 working day	Uzbekistan	Presentation and validation of findings and recommendations with key stakeholders
Consolidating comments and preparation of the final report	5 working days	Home-based	Final report

IX Evaluation Management

UNICEF M&E specialist will act as the evaluation manager and report to UNICEF Representative who is in charge of overall coordination and ensuring independence of the evaluation. The evaluation manager, with support of UNICEF M&E team, will coordinate with key stakeholders at key milestones such as terms of reference, inception and data collection stage, report validation and discussion of findings and recommendations. The evaluation manager, with support of UNICEF M&E team, will also ensure operational support as required, including support in organizing primary data collection where needed to complement data available from the existing monitoring systems and other documents.

The Evaluation Reference Group will oversee and advice on the evaluation process starting from the development and validation of the present terms of reference, selection of the evaluator(s), act as liaison between the evaluator(s) and partners/stakeholders involved, validate and ensure quality of the report and contribute to the development of management's response to the evaluation findings and recommendations.

Required qualifications and areas of expertise

The evaluation will have to be conducted by a gender-balanced team comprising sufficient number of qualifying international evaluators covering the below requirements (expertise could be combined):

- Team-leader with documented extensive experience (at least 8 full years) in conducting complex development evaluations;
- Other evaluator(s) with documented experience (at least 5 full years) in conducting development evaluations in education sector;
- At least one team member with proven extensive experience in quantitative and qualitative data collection and analysis;
- At least one team member with solid knowledge of gender issues;
- At least one member with solid knowledge of disaster risk preparedness and/or response;
- At least one member with solid knowledge of ECD/E programmes;
- All team members with experience of working in developing countries (previous work in CEE/CIS region and/or Uzbekistan is an asset);
- Experience conducting evaluations for UNICEF is an asset;
- Excellent report writing skills in English;
- Good communication skills
- Fluency in English. Fluency in Russian is an asset.

The team should be an international institution and it may be complemented by one or more national consultants for support in translation, organization of the in-country agenda, and interpretation of findings from a country-specific stand point, as needed. To this extent, it should be kept in mind that there is no evaluation society in Uzbekistan and it would be more realistic to expect the national team member(s) to be consultants rather than evaluators.

X Deliverables, including Structure of the evaluation report

As described in section on “Work Plan of the evaluation”, the below is a suggested initial timeline:

- Inception report - to be delivered in 15 working days from the start of the contract (By mid of Jan 2020);
- Presentation of the preliminary findings - to be delivered at the end of the in-country mission (By end of February 2020);
- Draft report - to be delivered in 12 working days from the end of in-country mission (By mid-March 2020);
- Validation meeting – to be conducted within 3 working days (By end-March 2020);
- Final report – to be finalized in 5 working days (by mid-April 2020).

This timeline could be further adjusted considering the time needed for translation, sharing of documents, receiving feedback etc., as necessary.

The inception report (appr. 25-30 pages without annexes) at a minimum should contain the following:

- A concise description of the country context focusing on education sector priorities;
- A description education programme and stakeholder analysis;
- The approach and methodology, including the data collection methods;
- Ethical considerations and ways to address them;
- An elaborated evaluation matrix and related questionnaires for various categories of stakeholders;
- A description of the task distribution between the team leader and team members;
- Proposed outline of the final report.

The evaluation report (appr. 50-60 pages without annexes) should comply with UNICEF Evaluation Report Standards¹⁰. The report should include:

- Executive summary,
- Description of the object of the evaluation (including theory of change and relevant information),
- Purpose of the evaluation, evaluation scope, objectives and criteria
- Description of the evaluation methodology (including evaluability assessment, limitations and ethical issues),
- Findings broken down by evaluation criteria,
- Conclusions and lessons learned,
- Recommendations,
- Annexes, including: Terms of Reference, data collection tools and other relevant information.

The quality of final evaluation report will be assessed by external independent company in the framework of UNICEF Global Evaluation Reports Oversight System (GEROS).

XI Procedures and logistics

The evaluators will be assisted with logistics related to the assignment. During in-country visits, they will be provided with office space, vehicle for site visits and official meetings, logistic support for meetings and VISA procedures. Laptops or computers will not be provided.

XII Payment schedule

Payments shall be made as follows:

- 30% will be paid upon submission of Inception Report;
- 30% will be paid upon presentation of Draft Report;
- 40% will be paid upon submission of Final Report;

Please note: in compliance with national laws, no cash will be paid in the country

¹⁰ http://www.unicef.org/evaldatabase/files/UNICEF_Eval_Report_Standards.pdf

XIII Resource requirements

The rate per day of professional fees will be in accordance with the complexity of the TOR and the level of the expertise required, which is estimated at P4 and P3 level. Tentative budget for internal planning purposes estimated based on a team of 2 evaluators (1 team leader at P4 level, 1 team members at P3 level). The final budget will be determined following the review of the submitted proposals and based on “the best value for money” principle.

Cost category	Cost description	Total, USD
Fee Team Leader – P4		
Fee Team Member 1 – P3		
Travel (ticket)		
Travel (DSA)		
Terminal expenses		
National consultant (NO-B)		
TOTAL		

XIV Annexes

Annex A – Schematic of Education Programme ToC (attached as separate file).

XV Remarks and reservations

UNICEF reserves the right to withhold all or a portion of payment if performance is unsatisfactory, if deliverable(s) incomplete, not finalized or for failure to meet deadlines. UNICEF reserves the right to request replacement of evaluation team member(s), if his/her performance is not satisfactory or profile of the candidate(s) does not meet the requirements of the assignment. UNICEF will reserve copy right of all developed materials and own primary data collected through this assignment. The materials cannot be published or disseminated without prior written permission of UNICEF. UNICEF will be free to adapt and modify them in the future. The contractor must respect the confidentiality of the information handled during the assignment. Documents and information provided must be used only for the tasks related to these terms of reference.

Institution interested in the consultancy should submit a proposal with approximate methodological proposal, estimated cost, timeline, and resume of the evaluators who will take part in evaluation process. The proposed evaluators cannot be replaced without prior written agreement from UNICEF. Proposals should also be submitted to Mrs. Malika Khudayberganova at mkhudayberganova@unicef.org.

	Prepared by:	Reviewed by:	Endorsed by:	Approved by:
<i>Signature</i>				
<i>Name</i>	Zhanar Sagimbayeva	Deepa Sankar	Afshin Parsi	Sascha Graumann
<i>Title</i>	M&E Specialist	Chief of Education	Deputy Representative	Representative
<i>Date</i>				