



# **UNFPA-UNICEF Global Programme to Accelerate Action to End Child Marriage**

## **Evaluability Assessment**

### ***Terms of Reference***

January 2017

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## 1. Background

The UNICEF and UNFPA Evaluation Offices plan to jointly commission an evaluability assessment of the UNFPA-UNICEF Global Programme to Accelerate Action to End Child Marriage. An evaluability assessment is an exercise to determine the overall readiness of the programme to be evaluated in a reliable and credible fashion and check the coherence and logic of the programme.

With the integration of child marriage into Sustainable Development Goals<sup>1</sup>, the issue has gained global momentum and is a top corporate priority for both UNFPA and UNICEF, as reflected in their respective strategic plans and distinct but complementary mandates. Beginning in January 2014, the two agencies initiated an inception phase to develop a Global Programme on child marriage. Throughout the inception phase, UNFPA and UNICEF have agreed on the value of a harmonized global vision captured in a programmatic framework that allows for diversity and country-level adaptation. The programme approach and logic is articulated in the “Report of the Inception Phase of the UNFPA-UNICEF Global Programme to Accelerate Action to End Child Marriage.”

The initial phase of the UNFPA-UNICEF Global Programme is spanning from 1 January 2016 to 31 December 2019, with an indicative four-year budget (2016-2019) estimated at \$246.7 million with contributions from Canada<sup>2</sup>, the Netherlands, Italy, the United Kingdom and the European Commission.

The Global Programme recognizes that ending child marriage entails addressing the complex socio-cultural and structural factors underpinning the practice over a period of 10 to 15 years, and that the effort is very much anchored in the Sustainable Development Goals (SDGs). The Global Programme envisions three time frames, as reflected in its Goal/Vision and Strategic Objective:

The *initial phase*, or the first four years of the programme, will strengthen critical institutions and systems in select localities and countries to deliver quality services and opportunities for a significant number of girls. It will also lay the foundation for attitudinal change among a “critical mass” of families and communities for a longer-term shift in behaviors and norms.

Over the *midterm (5-10 years)*, the strategic objective is to use the demonstration and catalytic power of this critical mass of strengthened systems, communities and girls to further accelerate progress at significant scale.

The *goal/vision of the longer term (10-15 years)* is that significantly larger proportions and numbers of girls fully enjoy childhood free from the risk of marriage, and that they experience healthier, safer and more empowered life transitions, including through making decisions about their education, sexuality, relationship formation and marriage, and childbearing.

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<sup>1</sup> Target 5.3. Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation under Goal 5: Gender Equality, <https://sustainabledevelopment.un.org/topics/sustainabledevelopmentgoals>, consulted 11/2/2016

<sup>2</sup> Canada has funded two complimentary projects with UNICEF and UNFPA to address the issue of child, early forced marriage. These projects, while aligned, predate the Global Programme to Accelerate Action to End Child Marriage.

This will be implemented in support of and in line with the approved strategies/plans of governments and the SDGs. Success will require significant acceleration of programmes to ensure that millions of girls are reached at multiple levels—those of the adolescent girl, community, systems and broader enabling environment.

The expected impact of the programme is: “girls fully enjoy their childhood free from the risk of marriage; they experience healthier, safer and more empowered life transitions while in control of their own destiny, including making choices and decisions about their education, sexuality, relationship formation/marriage, and childrearing.” The Global Programme focuses on five key outcomes:

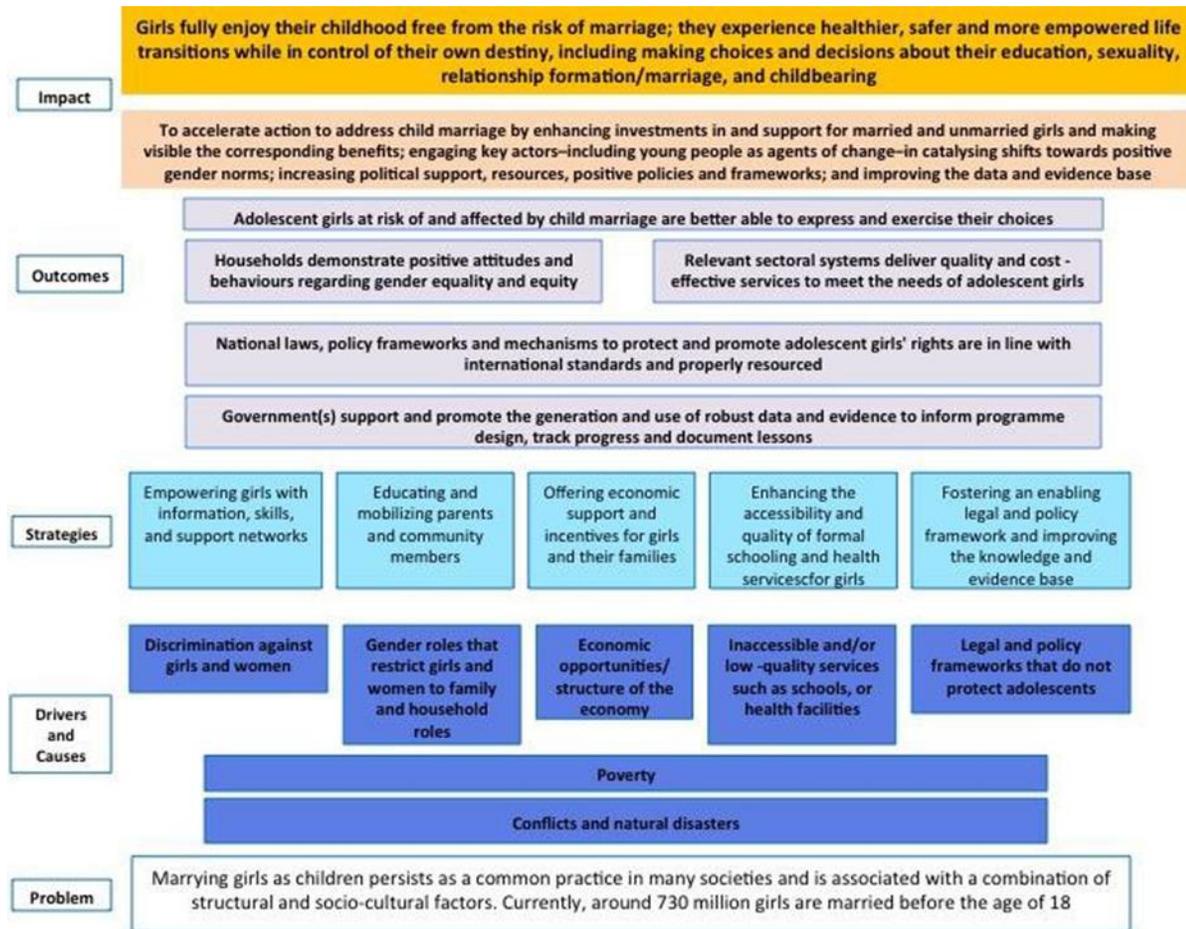
1. Adolescent girls at risk of an affected by child marriage are better able to express and exercise their choices.
2. Households demonstrate positive attitudes and behaviours regarding gender equality and equity.
3. Relevant sectoral systems deliver quality and cost-effective services to meet the needs of adolescent girls.
4. National laws, policy framework and mechanisms to protect and promote adolescent girls’ rights are in line with international standards and properly resourced.
5. Government(s) support and promote the generation and use of robust data and evidence to inform programme design, track progress and document lessons.

The beneficiaries of the UNFPA and UNICEF Global Programme are adolescent girls (ages 10-19) at risk of child marriage or already in union, particularly adolescent girls in the 12 programme countries. Initial calculations estimate that the programme will reach approximately 2.5 million adolescent girls.

**Table 1: Programme countries**

<b>Middle East and North Africa</b>	<b>Eastern and Southern Africa</b>	<b>West and Central Africa</b>	<b>South Asia</b>
Yemen	Ethiopia, Mozambique, Uganda, Zambia	Burkina Faso, Ghana, Niger, Sierra Leone	Bangladesh, India, Nepal

## Global Programme Theory of Change<sup>3</sup>



<sup>3</sup> The information on the UNFPA-UNICEF Global Programme is taken from the programme inception report which includes detailed information on the programme.

## 2. Rationale for an evaluability assessment

Given the scale, complexity and overall budget of the UNFPA and UNICEF Global Programme it is important to check that the programme is robust and that it will be possible to measure and assess the results achieved following implementation. An independent evaluability assessment of the programme will be a useful programming and management tool as it will provide (i) an appreciation of the relevance, coherence and strength of the programme's design; (ii) enable early adjustment and corrections to the design of the programme, as needed, (iii) strengthen the application of tools to track programme performance and demonstrate results and (iv) provide an indication of the readiness of programmes to be evaluated. This constitutes the overall goal of the evaluability assessment.

Conducting an evaluability assessment early on will validate the programme's continuing coherence and check if the means to measure progress and demonstrate results are in place. The evaluability assessment helps to manage risks by clarifying gaps in overall programme logic, or pointing to a lack of data. The participatory approach taken for the Evaluability Assessment will foster a shared understanding among key stakeholders of the targeted results and the programme logic.

The key users of the assessment will be the UNICEF/UNFPA Global Programme Support Unit, the Joint Programme Steering Committee, UNICEF and UNFPA Senior Management, participating Joint Programme Regional and Country Office teams, the Evaluation Offices of UNICEF and UNFPA.

## 3. Purpose and objectives

The purpose of the Evaluability Assessment is to determine the extent to which progress towards the objectives of the UNFPA-UNICEF Global Programme to Accelerate Action to End Child Marriage can be readily and reliably measured, monitored and evaluated. The evaluability assessment will examine evaluability in principle and in practice<sup>4</sup>. More specifically, evaluability in principle will look at the clarity of design of the programme whereas the evaluability in practice will assess how the programme theory has been operationally translated in practice. In addition, the exercise will provide guidance on approaches to the outcome evaluation of the programme. The evaluability assessment of the global programme is framed around the following five objectives:

**Objective 1:** An assessment of the clarity and logic of objectives, relevance and coherence of the Programme design, including the integrity of the causal chain linking inputs and activities with expected outcomes and impacts.

**Objective 2:** Assess the adequacy and validity of the indicators, tools and systems for monitoring, measuring and verifying results (credible monitoring, reporting and evaluation systems); and whether resources are allocated to support adequate monitoring, evaluation and reporting on results.

**Objective 3:** Assess the adequacy of human resources and financial resources to meet the expected results.

**Objective 4:** Provide guidance on approaches for the planned outcome evaluation of the programme. Delimit the scope of the evaluation and present a number options delineating the purpose, outlining

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<sup>4</sup> "In principle" evaluability, looks at the nature of a project design, including its Theory of Change (ToC) and asks if it is possible to evaluate it as it is described at present. "In practice" evaluability looks at the availability of relevant data, as well as systems and capacities which make that data available. Davies, R. (2013). 'Planning Evaluability Assessments. A synthesis of the literature and recommendations'. DFID Working Paper 40. London: DFID.

key objectives and framing the scope of the evaluation, specifying its focus in terms of thematic coverage and key issues to consider, geographical coverage, and the time span of programmes to be covered by the evaluation.

**Objective 5:** Provide a diagnosis, guidance and options on the feasibility and value of undertaking additional evaluative work to be considered by the joint programme (including but not exclusively thematic evaluations, developmental evaluation and impact evaluation) to strengthen evidence generation subject to human and financial resource implications.

#### 4. Scope of the Evaluability Assessment

The evaluability assessment will cover the implementation of the programme during the period of 1<sup>st</sup> January 2016 to the time of the conduct of the evaluability assessment in Q1 to Q3 of 2017.

The evaluability assessment is not an evaluation. It will not aim to provide management with prescriptive expert recommendations on what the specific contents of the programme TOC/results framework should be. Rather, it will be a forward-looking exercise, intended to help management and programme experts to refine the global programme's implementation strategy.

With regard to the scope, the evaluability assessment will:

- Clarify logic and coherence of the global programme and its alignment to the country context. Determine whether the objectives, theory of change and the results framework are clearly articulated and whether relevant, reliable and valid indicators, measures, tools and mechanisms are in place. In practice, this will require a review of the theory of change (ToC), including related outputs, implementation strategies and cross-cutting issues, to determine whether a clear, comprehensive and coherent results frameworks is in place at the global and country level. More precisely, determine how well has the overall ToC been translated at the country level.
- Assess the adequacy and validity of the indicators, tools and systems for monitoring, measuring and verifying results.
- Assess the availability and quality of the data needed to measure and monitor results (including the availability and sufficiency of baselines and targets).
- Determine whether ethical risks have been adequately considered in the program design, how data on ethical risks can be gathered, and how data needed by the program can be gathered offering maximum ethical protections.
- Review performance indicators and targets to determine whether they adequately measure progress at different levels of the results chain; and identify any significant gaps in coverage.
- Assess the adequacy and quality of information available from current monitoring systems to conduct useful evaluations. The assessment will identify whether adequate monitoring, reporting and evaluation frameworks are in place and whether sufficient budgets are set aside.
- Determine the feasibility of results in terms of human resources and adequacy of financial resources.
- Assess arrangements for the management and governance towards results.
- The evaluability assessment will pay particular attention to the integration of cross-cutting issues such as gender equality, equity, giving special attention to the most vulnerable and excluded, and culturally sensitive and rights-based approaches.
- Provide guidance on approaches for the outcome evaluation of the global programme and its components, including consideration of the benefits and constraints of conducting an outcome evaluation.

- The evaluability assessment will also include a diagnosis and guidance on the feasibility and value of undertaking additional evaluative work by the joint programme to strengthen evidence generation in order to inform the outcome evaluation as well as programmatic decision-making. Such initiatives could include rigorous impact evaluations, a developmental evaluation approach, thematic evaluation etc. The diagnostic assessment will lay out potential evaluation topics, appropriate methodologies as well as human and financial requirements in view of strengthening the evidence component of the programme.
- As regards the geographical scope, the evaluability assessment will cover the twelve programme countries across four regions (Middle East and North Africa, Eastern and Southern Africa, West and Central Africa and South Asia)<sup>5</sup> the regional and global/HQ set up.

## 5. Questions

The questions of the evaluability assessment are articulated around the key objectives. In addition, the consultant team selected to undertake this exercise will develop the evaluation matrix indicating the sources of information to measure progress and results.

Indicative criteria and questions:

### ***Coherence/Relevance:***

- How clear is the programme's internal logic across the results levels including the Theory of Change?
- How well have key assumptions, risks and mitigation strategies been specified? Have assumptions about the role of partners, government and UNICEF/UNFPA been made explicit?
- Does the programme have gaps that would affect the likelihood of the programme achieving the anticipated outcomes?
- How clearly has the programme logic been communicated to programming units and how well have they been understood?
- To what extent are cross-cutting priorities including gender, equity and cultural contextualization been integrated in the programme design?
- To what extent have ethical issues been addressed in the programme design?

### ***Adequacy and validity of the indicators tools and systems for monitoring, measuring and verifying results:***

- To what extent are results, indicators and activities measurable (including baselines and targets)?
- To what extent do the present indicators represent a necessary and sufficient set of performance markers for measuring whether results have been achieved and appear to be sustainable?
- To what extent are cross-cutting priorities including gender, equity and cultural contextualization measurable against clear targets and disaggregated?
- Is there a verification system in place which is sufficiently reliable to generate information at reasonable intervals to help monitor change and generate credible evidence?
- What is the current availability of data?
- What baseline data needs to be gathered as the basis for measuring the Global Programme's contribution over time?
- Are the monitoring, reporting and evaluation efforts required to demonstrate results in place? And is sufficient budget set aside?

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<sup>5</sup> Yemen, Ethiopia, Mozambique, Uganda, Zambia, Burkina Faso, Ghana, Niger, Sierra Leone, Bangladesh, India and Nepal.

- Are adequate ethical safeguards in place in the tools and systems for monitoring, measuring, and verifying programme results?

***Adequacy of human and financial resources to meet the expected result and to support adequate monitoring, evaluation and reporting on results:***

- Are resources aligned with the results?
- How effectively has the resource allocation process managed in keeping with the nature of the global programme as opposed to a fund? How clearly have these distinctions between a programme and a fund (and their stakes) been communicated to and understood by programming units?
- Is there adequate capacity to carry out the global programme's management function (human, technical, and financial resources)?
- How clearly have internal programme accountabilities been identified in line with both the corporate nature of the agreement between UNICEF, UNFPA and the global programme's donors?

***Adequacy of evaluation plans and approaches:***

- What are should be the purpose and objectives of the outcome evaluation?
- What is should be the purpose and scope of the outcome evaluation?
- Is there adequate coverage in terms of any evaluation work at regional and country level planned evaluation work? Will this provide adequate coverage to inform ongoing management processes and the eventual outcome evaluation?
- What additional evaluative work should the programme consider undertaking to complement/feed into the outcome evaluation?
- How does the evaluative work link to the various research initiatives undertaken by programme management?

## **6. Approach and Methodology**

### **Approach**

The evaluability assessment will be transparent, inclusive, as well as gender and human rights responsive. The evaluability assessment will be conducted in a participatory manner. The approach has the objective to promote (i) ownership, (ii) instill evaluative thinking in planning and programming and (iii) accountability for results in a relevant final product. The evaluability assessment will utilize mixed methods and draw on quantitative and qualitative data.

These complementary approaches will be deployed to ensure that the exercise:

- a) responds to the intended use of the evaluability assessment results;
- b) integrates gender and human rights principles throughout the evaluability exercise process, including participation and consultation of key stakeholders to the extent possible;
- c) 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 evaluability assessment 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. It will follow UNEG Norms and Standards for Evaluation in the UN system and abide by UNEG Ethical Guidelines<sup>6</sup> and Code of Conduct and any other relevant ethical codes<sup>7</sup>.

The evaluability assessment will utilise a theory-based approach taking into consideration the programme planning document, the programme theory of change and results framework.

## **Methodology**

The consultant team will design the evaluability assessment methods and tools to answer the questions and to come up with an overall assessment backed by clear evidence. The team will propose a provisional methodological design within the bid (including detailed cost estimates). 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 main elements of the method will be further developed during the inception phase in line with the agreed evaluability assessment questions (incl. assumptions to be assessed, indicators, data collection tools and analysis approach) and analytical framework and should include, but not be limited to, the following:

**Documentary review and secondary data:** A preliminary list of relevant documentation (together with electronic copies) including key documents related to UNICEF and UNFPA activities, reports from other stakeholders and existing literature in the theme has been prepared by the Evaluation Offices in consultation with UNICEF and UNFPA technical experts.

A full set of available documents will be shared with the consultant team during the inception phase. It will include global/regional/country-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.

The consultant team 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 evaluability assessment methodology.

**Interviews with key informants:** will be conducted by the consultant 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. Interviews will also be held with staff of other UN agencies and relevant institutions that partner with the joint programme at global, regional and/or national levels. Interview protocols will be developed during the inception phase.

**Group interviews:** will be conducted by the consultant team with selected UNICEF/UNFPA staff. The specific

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<sup>6</sup> <http://www.unevaluation.org/document/detail/102>

<sup>7</sup> [http://www.unicef.org/supply/files/ATTACHMENT\\_IV-UNICEF\\_Procedure\\_for\\_Ethical\\_Standards.PDF](http://www.unicef.org/supply/files/ATTACHMENT_IV-UNICEF_Procedure_for_Ethical_Standards.PDF)

protocols for focus group discussions will be developed during the inception phase.

**Country visits:** the consultant team will assess programme support at global, regional and country level. The team will conduct three country visits and spend 5 working days in situ per country to provide an in-depth assessment.

**Desk review:** In addition, for a balanced approach, the team will undertake nine desk based country assessments covering the remaining programme countries (no field visit) to supplement the field visits and inform the synthesis report. Methodology for the desk cases will involve a documentary review and interviews.

In selecting country visits, much attention will be paid to the large disparities between regions as well as the disparities attached to cultural and political issues. The criteria to identify and select countries to visit will be developed by the consultant team at the inception phase in close collaboration with the reference group and the Joint UNICEF/UNFPA Evaluation Management Group.

## 7. Evaluability Assessment Process

The assessment will be conducted in four phases:

### *I – Preparatory Phase*

The Joint UNICEF/UNFPA Evaluation Management Group leads the preparatory work in consultation with technical teams. This phase includes:

- The drafting of terms of reference for the evaluability assessment;
- The initial document collection and review;
- The selection and recruitment of the independent evaluability assessment team;
- The constitution of a reference group for the evaluability assessment

### *II - Inception Phase*

The evaluability team will conduct the design of the evaluability assessment in consultation with the the Joint UNICEF/UNFPA Evaluation Management Group. This phase includes:

- The inception phase will involve a **briefing** from the Joint UNICEF/UNFPA Evaluation Management Group and the Reference Group.
- It will also involve discussions with selected UNICEF and UNFPA 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. The inception phase will involve a desk-based review analyzing the documents related to the preparation of the Global Programme, processes, and activities undertaken to date, country programme documents of the twelve programme countries, work plans, management plans, strategies and any additional documents shared by the Evaluation Management Group<sup>8</sup>. The selected team will also conduct broad background reading of past evaluations and evaluability assessments of similar programmes, narrow the focus on key document of the global

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<sup>8</sup> An initial list of documents will be shared with the consultant team but will have to be complemented during the interview process.

- programme, and refine the evaluability assessment approach.
- A review of the **intervention logic** and the theory of change of the joint programme;
- The **development of the list of evaluability assessment questions**, the identification of the assumptions to be assessed and the respective indicators, sources of information and methods and tools for the data collection (see annex 4 - evaluation matrix);
- 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**.
- 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 evaluability exercise. Finally, it will present the assessment frames and instruments that will be used to prepare the final report as well as the work plan. The evaluability team leader will submit the final inception report and present it to the reference group in person in New York. The inception report shall be considered final upon approval by the Joint UNICEF/UNFPA Evaluation Management Group.

The inception report will follow the structure set out in Annex 1a.

### ***III - Data Collection and Analysis Phase***

This phase of the evaluability assessment 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 programme in UNICEF and UNFPA. The list of respondents and collaborations will be completed by programme colleagues:

- UNICEF and UNFPA sections (programme colleagues to indicate sections, due to the cross-cutting nature of the programme, technical working group);
- Strategic multilateral partners:
- Participating donors:

The Evaluability Assessment team will conduct structured in-person or phone/skype interviews and/or focus group discussions with Global Joint Programme Support Unit, other governance structures of the global joint programme, regional office colleagues in UNICEF/UNFPA, and participating country offices.

For the country level consultations, the Evaluability Assessment team will visit three countries (selection criteria will be developed by the team during the inception phase) and spend 5 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 global joint programme at the country level. The selected of countries to be visited will depend on their progress and implementation status.

The Evaluability Assessment 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 Evaluability Assessment 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.

The team will conduct a desk review of the nine programme countries not visited. Methodology for the desk review will include documentary review and stakeholder interviews.

The team will develop the methodology for analysis during the inception phase.

#### **IV - Validation and Reporting Phase**

In this phase three debriefing meetings will be held to validate major findings of the draft evaluability assessment report. A first debriefing will be held with the UNICEF and UNFPA Global Programme Support Unit and the Evaluability Assessment Reference Group. A second debriefing will be conducted with the Joint Programme Steering Committee. A third 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 evaluability assessment, checking for factual errors or errors of interpretation.

The exercise will culminate with the completion of the evaluability assessment report that includes an evaluation matrix, findings, and recommendations. The report should not exceed 60 pages including the executive summary but excluding annexes. The final report will be formally approved by the joint Evaluation Management Group.

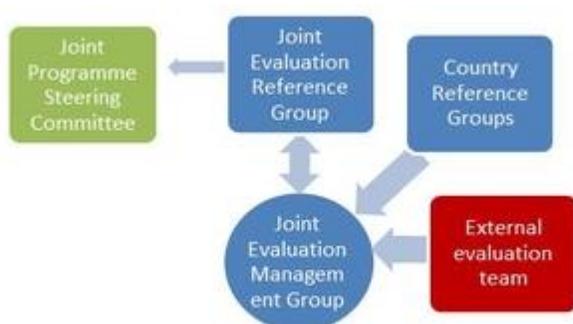
### **8. Dissemination and Follow-up Phase**

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

The evaluability assessment 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 jointly prepare a management response the recommendations in the final report which be received by the joint Evaluation Management Group.

### **9. Governance and management of the evaluability assessment**



The evaluability assessment will be conducted jointly and managed by the UNICEF and UNFPA Evaluation Offices, independent of stakeholders involved in the programme at global, regional and national level. The **joint evaluation management group (EMG)** composed of staff from UNICEF and UNFPA Evaluation Offices will be the main decision-making body for the evaluability assessment and have overall responsibility for the management of the evaluation process including hiring and managing the team of external consultants. The joint EMG is responsible for ensuring quality and independence of the evaluation and to guarantee its

alignment with UNEG Norms and Standards and Ethical Guidelines. Key roles and responsibilities of the EMG include:

- To prepare the terms of reference for the joint evaluability assessment;
- To lead the selection and hiring of the team of external consultants;
- To supervise and guide the consultant team in each step of the evaluability assessment process;
- To review, provide substantive comments and approve the inception report, including the work plan, analytical framework, methodology, and selection of countries for in-depth case studies;
- To review and provide substantive feedback on interim deliverables and draft/final evaluability assessment reports;
- To quality assure the entire evaluability assessment process;
- To approve the final report for the evaluability assessment;
- To liaise with the ERG and convene and chair the ERG review meetings with the evaluation team;
- To identify and ensure the participation of relevant stakeholders in coordination with the ERG throughout the evaluability assessment process;
- To contribute to learning, knowledge sharing, the dissemination of the evaluability assessment findings and follow-up on the joint management response.

A **joint evaluation reference group (ERG)** will support the evaluability assessment at key moments of the evaluation process to ensure broad participation on the conceptualization of the exercise. Members will provide substantive technical inputs, will facilitate access to documents and informants, and will ensure the high technical quality of the evaluation products as well as learning and knowledge generation. The joint ERG will consist of staff from headquarters, the regional offices and external organizations and will have a balance of expertise in evaluation and child marriage and other related areas as deemed relevant.

A **Global Programme Support Unit** composed of UNICEF and UNFPA programme managers will be part of the evaluation reference group and facilitate access to information, data, stakeholders, and to UNICEF and UNFPA staff at all levels. A focal point will be appointed for each agency at global level to coordinate data collection and stakeholder access across the programme countries. An evaluation focal point will be appointed in each of the 12 programme countries to collect data at country, facilitate stakeholder access.

The **Global Programme Steering Committee** is comprised of senior programme managers of all signatories of the joint programme document. The EMG will ensure a regular flow of information to the Global Programme Steering Committee. The Programme Steering Committee will participate in debriefing meetings/workshops to present, discuss and disseminate results of the evaluability assessment.

## 10. Timeframe and deliverables (indicative and subject to change)

Phases/Deliverables	Dates
<b>Inception Phase</b>	
Briefing Meetings (skype)	March/April 2017
Preliminary interviews skype and in person (visit to New York)	April 2017
Draft Inception Report	April 2017
Final Inception Report	April 2017
<b>Data Collection and Analysis Phase</b>	
Interviews (HQ, RO, CO) /skype and in person	April/May 2017
Field missions to three programme countries (5 working days in situ per country) including <b>debriefing presentations</b> to regional/country offices (PowerPoint)	April-May 2017
<b>Validation and Reporting Phase</b>	
<b>Draft Country country reports (max 5 pages)</b>	May/June 2017
<b>Final Country country reports (max 5 pages)</b>	May/June 2017
Draft Evaluability Assessment Report	June/July 2017
Stakeholder Validation Meetings skype and in person (visit to New York)	July 2017
Final Evaluability Assessment Report	August 2017
<b>Management Response</b>	
Management Response Process launched	August 2017
<b>Dissemination Phase</b>	
<b>Evaluability Assessment brief; French and Spanish versions of the Executive summary.</b>	August/Sept 2017

Expected deliverables include the following:

1. **An Inception report (max 20-25 pages):** following an initial desk review, which outlines the scope, methods and chapter plan for the final evaluability assessment including instruments for interviews, a work plan and a completed evaluation matrix.
2. **Country reports (max 5 pages) for each of the programme countries. For the 3 countries visited the lengths can be extended to max 10 pages:** a brief with main findings and recommendations to facilitate presentation to national implementers at the end of each country visit (to be shared only with the EMG for information).
3. **A draft evaluability assessment report (max 60 pages including the executive summary and excluding annexes)**
4. **A second and third draft evaluability assessment report** based on comments received on the draft report during the validation phase, the lead consultant will finalize the Evaluability Assessment as required, and submit the Final Report and Summary to the joint EMG.
5. **A PowerPoint Presentation and up to three facilitated participatory debriefings/workshops with key stakeholders<sup>9</sup>:** A summary of key findings and conclusions prepared towards the end of the evaluability assessment and submitted before the stakeholder validation workshop (10 to 15 slides).

<sup>9</sup> The precise number of debriefings/workshops suggested should be included in the inception report.

6. **Workshop reports, summarizing the discussion, decisions taken and actions agreed, and addressing feedback provided by the Steering Group.**

The inception report and draft evaluability assessment report will be shared with ERG, and participating country offices for rapid feedback.

The proposed timeframe and expected products will be discussed with the evaluation team and refined in the inception report. The joint EMG reserves the right to ensure the quality of products submitted by the external evaluability assessment team and will request revisions until the product meets the quality standards as expressed by the joint EMG.

## 11. Team Composition and Consultant Profile

This evaluability exercise is to be carried out by a multi-disciplinary team hired through evaluation professionals. The evaluability assessment team members will not have been involved in the design, implementation or monitoring of the UNFPA-UNICEF Global Programme to Accelerate Action to End Child Marriage during the period under review, nor will they have other conflict of interest or bias on the subject.

**The core team** is expected to be composed of **two** internationally recruited core members, including the team leader. The core team should draw upon specialized technical expertise, research and editorial assistance as necessary. The team members must be able to communicate clearly in English and must have excellent analytical and drafting skills. A working knowledge of Portuguese and French will be an advantage, in particular for the data collection phase.

### **Team Leader – Evaluation Expert – 65 days**

The **team leader** must have an extensive experience in leading evaluability assessments and/or evaluations of a similar size, complexity and character, as well as technical expertise in areas related to child marriage, education, adolescent health, gender equality and women’s empowerment, human rights, behaviour and social change. His/her primary responsibilities will be:

- guiding and managing the team throughout the evaluability assessment phases;
- setting out the methodological approach;
- reviewing and consolidating the team members’ inputs to the evaluability assessment deliverables;
- liaising with the Joint UNICEF/UNFPA Evaluation Management Group representing the evaluation team in meetings with stakeholders;
- Delivering the inception reports, and evaluation report (country case study notes) in line with the requested quality standards.

### *Minimum qualification required:*

- 10 to 15 years of experience conducting or managing evaluations. Preference will be given to candidates with experience conducting evaluability assessments or programmatic evaluations on areas such as adolescents and youth, child marriage, child protection, gender equality and education.
- Experience working with the United Nations, particularly UNICEF and UNFPA. Preference will be given to candidate who have a strong understanding of UNICEF’s and UNFPA’s policies and programming.
- Master’s degree or equivalent in Development Studies, Sociology, Economics, Social Studies, International Relations or other related field.

- Awareness of ethical risks in programming around sensitive issues, both in programme delivery and in all aspects of M&E.
- Proven skills in evaluation methodology, research analysis, including quantitative and qualitative data collection and analysis techniques.
- Demonstrate expertise/experience in developing results frameworks, tools or guide for monitoring and evaluation;
- Be fully acquainted with results-based management orientation and practices;
- Excellent report writing skills, analytical skills, and computer skills.
- Excellent command in written and spoken English and preferably French.
- Experience leading teams.

### **Team Member – Thematic Expert with Evaluation Experience – 60 days**

The team member will bring together a complementary and balance combination of the necessary technical expertise in the thematic areas directly relevant to the evaluability assessment (e.g. child marriage, education, adolescent health, gender equality and women’s empowerment, human rights, behaviour and social change). He/She must also have experience in applying evaluation methods in their respective areas of expertise. The team member will:

- contribute to the design of the evaluability assessment methodology;
- undertake in-depth documentary review;
- conduct field work to generate additional evidence from field visits and consultations of a wide range of stakeholders;
- participate in team meetings, including with stakeholders;
- prepare inputs and make contributions to the evaluability assessment deliverables.

#### *Minimum qualification required:*

- 5 to 10 years of experience in relevant programming areas. Preference will be given to candidates with experience conducting evaluability assessments or programmatic evaluations on reducing child marriage including child protection, adolescent health, gender equality and education.
- Experience working with the United Nations, particularly UNICEF and UNFPA. Preference will be given to candidate who have a strong understanding of UNICEF’s and UNFPA’s policies and programming.
- Master’s degree or equivalent in Development Studies, Sociology, Economics, Social Studies, International Relations or other related field.
- Proven skills in, research analysis, including quantitative and qualitative data collection and analysis techniques.
- Demonstrate expertise/experience in developing results frameworks, tools or guide for monitoring and evaluation;
- Be fully acquainted with results-based management orientation and practices;
- Excellent report writing skills, analytical skills, and computer skills.
- Excellent command in written and spoken English and preferably French.

## 12. How to apply:

Interested individuals should send an Application Package clearly indicating the position being applied for:

1. Team Leader – Evaluation Expert
2. Team Member – Thematic Expert with Evaluation Experience

The Application Package should include the following:

- a) Cover letter, indicating why you are applying for the consultancy and how your qualifications match the ToR for the “*UNFPA-UNICEF Global Programme to Accelerate Action to End Child Marriage: Evaluability Assessment*”;
- b) Updated CV/Resume, and completed Personal history Profile (P11); a blank P11 can be found at <http://www.unicef.org/about/employ/files/P11.doc> ;
- c) A sample report of a similar exercise/subject or an evaluation report, with a clear indication of the applicant’s contribution in the report; (hyperlinks to the document are preferred);
- d) Availability and daily fee;

The application should be sent to [evalofficeapplications@unicef.org](mailto:evalofficeapplications@unicef.org) , **no later than close of business on 17 February 2017.**

**Candidates should also indicate in the email subject the consultancy they are applying for, as follows:**

Email Subject: Application for UNFPA-UNICEF Global Programme to Accelerate Action to End Child Marriage: Evaluability Assessment - Team Leader;

Email Subject: Application for UNFPA-UNICEF Global Programme to Accelerate Action to End Child Marriage: Evaluability Assessment - Team Member;

## Annex 1. Structure for evaluability assessment reports

### a. Inception report

Table of Contents

List of Acronyms

List of Tables (\*)

List of Figures

#### **1 Introduction**

Objectives of the evaluability assessment; scope of the evaluability assessment; overview of the evaluability assessment process; purpose of the inception report.

#### **2 The Global Context of accelerating action to end child marriage and UNICEF/UNFPA Support**

An analysis of the global context (basic facts and challenges) and progress in support to accelerating action to end child marriage across the world; the global response of the UNFPA-UNICEF Global programme to accelerate action to end child marriage; the analysis of the Global Programme's frameworks for accelerating action to end child marriage; the theory of change and intervention logic (based on official documentation).

#### **3 UNICEF/UNFPA Strategy and Intervention Logic**

Overview of UNICEF and UNFPA frameworks to accelerate action to end child marriage including UNICEF/UNFPA Strategic Plans; other relevant frameworks such as the UNICEF Gender Action Plan; intervention logic (theory of change).

#### **4 Methodology**

Description and rationale for methodological choice and approach including methodology for data collection, analysis and validation techniques. Sampling criteria, rationale and final selection of the three countries to be visited; harmonization of approaches across country case studies; instruments for data collection such as interview protocols for interviews and focus groups; limitations of the exercise and strategies to mitigate them. Description of how data should be cross-checked.

#### **5 Proposed Evaluability Questions**

A set of evaluability questions with the explanatory comments associated with each question; overall approach for answering the evaluability questions; detailed proposed evaluability questions (including: rationale; method/chain of reasoning; assumptions to be assessed and corresponding qualitative and/or quantitative indicators; feasibility); coverage of theme/issues stated in the ToR by each Evaluability Questions (table). The aim is to adequately focus the evaluability assessment taking into consideration the usefulness of the questions, available information, limitations and constraints. The questions should be presented in an evaluation matrix (see annex 4).

#### **6 Next Steps**

A detailed work plan for the next phases/stages of the evaluation, including detailed plans for the visits in programme countries, including the list of interventions for in-depth analysis in the field (explanation of the value added for the visits); team composition and distribution of tasks; logistics for the field phase; the contractor's approach to ensure quality assurance of all evaluability deliverables.

#### **7 Annexes**

Report of the Inception Phase of the UNFPA-UNICEF Global Programme to Accelerate Action to End Child Marriage; evaluability assessment matrix; stakeholder map; bibliography; list of persons met; terms of reference.

(\*) *Tables, graphs and diagrams should be numbered and have a title.*

## **b. Country reports**

A brief country report should be developed for each of the twelve programme countries. The report should be of a maximum 5 - page length (excluding table of contents, acronyms and annexes). The country reports allow the evaluability team to gather and analyse information on the global programme support at country level, which together with the inception, and desk review should feed into the global evaluability report. These country reports should be prepared during/after the field visits or remote interviews, they should respect the agreed structure.

Table of Contents

List of Acronyms

List of Tables (\*)

List of Figures

### **1 Introduction**

*Brief description of the purpose of the country case study*

### **2 Methodology of the Country Report**

*Brief description of the scope of the country report; data collection and analysis during the country case study including limitations and restrictions*

### **3 Short description of UNFPA-UNICEF Global Programme to Accelerate Action to End Child Marriage [name of Country]**

Country background; Global programme response in the country

### **4 Findings of the Country Report**

Findings corresponding to the issues/themes corresponding to the evaluability questions

### **5 Conclusions**

Observations to inform the synthesis report

### **6 Annexes**

Key data of country X; overview of Global programme interventions in country X; data triangulation; data triangulation, data collection result matrix; all questionnaires and instruments used including focus groups report template; list of documents consulted; list of people interviewed

(\*) *Tables, graphs and diagrams should be numbered and have a title.*

## **c. Final report**

Table of Contents

List of Acronyms

List of Tables (\*)

List of Figures

## Executive Summary

### 1 Introduction

Purpose of the evaluability assessment; background information on context of child marriage; mandate and strategy of UNICEF/UNFPA in the field of child marriage, description of global programme.

### 2 Methodology

Methodological approach, methods and tools used in evaluability assessment design; analysis of the global programme strategic framework; evaluability questions and assumptions to be assessed; the typology of the global programme -funded activities; staged sampling to define the geographical scope of the evaluability; methods and tools used for data collection; limitations to data collection; methods and tools used for data analysis; methods of judgment; the approach to triangulation; validation techniques. Description of the evaluability assessment process.

### 3 Main findings and analysis

Response to evaluability questions. : Assumptions to be assessed; evaluability criteria covered; summary of the response; detailed response

### 4 Conclusions

For each conclusion: summary; origin (which evaluability question(s) the conclusion is based on); evaluability criteria covered; related recommendations(s); detailed conclusion

### 5 Recommendations

For each recommendation: summary; priority level (very high/high/medium); target (administrative unit(s) to which the recommendation is addressed); origin (which conclusion(s) the recommendation is based on); operational implications. Recommendations must be: linked to the conclusions; clustered, prioritized and targeted at specific business units; accompanied by timing for implementation; useful and operational

The final version of the evaluability assessment report shall be presented in a way that enables publication without need for any further editing (see section e below).

**Annexes** shall be confined to a separate volume

Evaluability matrix duly completed; portfolio of interventions; methodological instruments used (survey, focus groups, interviews etc.); bibliography; list of people interviewed; terms of reference.

*(\* Tables, Graphs, diagrams, maps etc. presented in the final evaluation report must also be provided to the Evaluation Office in their original version (in Excel, PowerPoint or word files, etc.).*

See examples of evaluation reports at: <http://unfpa.org/public/home/about/Evaluation> and [http://www.unicef.org/evaluation/index\\_60807.html](http://www.unicef.org/evaluation/index_60807.html)

#### d. Reports cover

UNICEF and UNFPA logos (there should be no other logo/ name of company)

Joint Evaluability Assessment

Title of the evaluation:

Evaluability Assessment of the UNFPA-UNICEF Global Programme to Accelerate Action to End Child Marriage

Title of the report (example: Inception Report)

Evaluation Office, UNICEF  
Evaluation Office, UNFPA  
New York  
Date

The following information should appear on page 2:

- Title of the evaluability assessment
- Title of the report
- Name of the Joint evaluability assessment management group
- Names of the members of the reference group
- Names of the evaluation team

[http://www.unfpa.org/sites/default/files/admin-resource/FGM-report%2012\\_4\\_2013.pdf](http://www.unfpa.org/sites/default/files/admin-resource/FGM-report%2012_4_2013.pdf)

#### e. Editing guidelines

Evaluation reports and notes are formal documents. Therefore they shall be drafted in a language and style which is appropriate and consistent and which follows UN editing rules, in particular:

**Acronyms:** In each section of the report, words shall be spelt out followed by the corresponding acronym between parentheses. Acronyms or abbreviations should be used only when mentioned repeatedly throughout the text. The authors must refrain from using too many acronyms. In tables and figures, acronyms should be spelt out in a note below the table/figure.

**Capitalization:** Capitalize high ranking officials' titles even when not followed by a name of a specific individual. Capitalize national, political, social, civil etc. groups – e.g. Conference for Gender Equity, Committee on HIV/AIDS, Commission on Regional Development, Government of South Africa.

- Capitalize common nouns when they are used as a shortened title, for example, the 'Conference' (referring to the Conference on Gender Equity) or the 'Committee' (referring to the Committee on HIV/AIDS). However, do not capitalize when used as common nouns – e.g. 'there were several regional conferences.'
- Some titles/names corresponding to acronyms are *not capitalized* – e.g. human development index (HDI), country office (CO).
- Use lower case for: UNFPA headquarters; country office; country programme; country programme evaluation; regional office, country programme document; results framework; results-based monitoring framework; monitoring and evaluation system.

**Numbers:** Spell out single-digit whole numbers. Use numerals for numbers greater than *nine*. *Always spell out simple fractions and use hyphens with them (e.g. one-half of..., a two-thirds majority)*. Hyphenate all compound numbers from *twenty-one* through *ninety-nine*. Write out a number if it begins a sentence. Use % symbol in tables and "per cent" in the text

**Terminology:** Use "UN organizations" not "sister agencies." Do *not* use possessive for innate objects (UNFPA's, UNICEF's, the Government's, the country's, etc.). Instead, use: the UNFPA programme, the government programme, the UNICEF intervention, etc.

**Bibliography**

Author (last name first), *Title of the book*, City: Publisher, Date of publication.

Author (last name first), "Article title," Name of magazine (type of medium). Volume number, (Date): page numbers, date of issue.

URL (Uniform Resource Locator or WWW address) author (or item's name, if mentioned), date.

**List of people consulted**

- should include the full name and title of people interviewed as well as the organization to which they belong
- should be organized in alphabetical order (English version) with last name first
- should be structured by type of organization

See United Nations Editorial Manual Online at: <http://dd.dgacm.org/editorialmanual/>

## f. Selected bibliography

### Legal framework

Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa (aka 'Maputo Protocol'), Article 7, 2003  
United Nations. Committee on the Rights of the Child, General Comment No. 4, 2003  
African Charter on the Rights and Welfare of the Child, Article 21, 1990  
Convention on the Rights of the Child, 1990  
Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), Article 16, 1979  
Recommendation on Consent to Marriage, Minimum Age for Marriage and Registration of Marriages, 1965  
Convention on Consent to Marriage, Minimum Age for Marriage and Registration of Marriages, 1962  
Universal Declaration of Human Rights, Article 16, 1948

### Political commitments

UN Commission on the Status of Women, United Nations Secretary-General's Report on Forced Marriage of the Girl Child, E/CN.6/2008/4, 2008

### Key Child Marriage Resources

The Girl Child: Report of the Secretary-General (United Nations, 2011)  
[http://srsg.violenceagainstchildren.org/sites/default/files/documents/docs/A\\_70\\_267\\_EN.pdf](http://srsg.violenceagainstchildren.org/sites/default/files/documents/docs/A_70_267_EN.pdf)  
Progress for Children: A Report Card on Adolescents (UNICEF, 2012)  
[http://www.unicef.org/publications/index\\_62280.html](http://www.unicef.org/publications/index_62280.html)  
Marrying too Young: End Child Marriage (UNFPA, 2012)  
<https://www.unfpa.org/sites/default/files/pub-pdf/MarryingTooYoung.pdf>  
Solutions to End Child Marriage: What the Evidence Shows (ICRW, 2011)  
<http://www.icrw.org/files/publications/Solutions-to-End-Child-Marriage.pdf>  
Early marriages, adolescent and young pregnancies (World Health Organization, 2012)  
[http://apps.who.int/gb/ebwha/pdf\\_files/EB130/B130\\_12-en.pdf](http://apps.who.int/gb/ebwha/pdf_files/EB130/B130_12-en.pdf)  
Working Paper: Child Marriage and the Law (UNICEF, 2008)  
[http://www.unicef.org/policyanalysis/files/Child\\_Marriage\\_and\\_the\\_Law\(1\).pdf](http://www.unicef.org/policyanalysis/files/Child_Marriage_and_the_Law(1).pdf)  
Delaying Marriage for Girls in India: Formative Research to Design Interventions for Changing Norms (UNICEF and ICRW, 2011)  
<http://www.icrw.org/sites/default/files/publications/Delaying-Marriage-for-Girls-in-India-UNICEF-ICRW.pdf>  
Married adolescents: no place of safety (World Health Organization 2006)  
[http://apps.who.int/iris/bitstream/10665/43369/1/9241593776\\_eng.pdf](http://apps.who.int/iris/bitstream/10665/43369/1/9241593776_eng.pdf)

### Evaluation Resources

UNEG, 'Standards for Evaluation in the UN System', <http://www.uneval.org/document/detail/22>  
UNEG, 'Norms for Evaluation in the UN System', <http://www.uneval.org/document/detail/21>  
Integrating Human Rights and Gender Equality in Evaluation - Towards UNEG Guidance  
<http://www.uneval.org/document/detail/980>  
Integrating Human Rights and Gender Equality in Evaluations  
<http://www.uneval.org/document/detail/1616>

Child protection Resource Pack – How to Plan, Monitor and Evaluate Child protection programmes (UNICEF, 2015) <http://www.unicef.org/protection/files/CPR-WEB.pdf>

Davies, R. (2013). 'Planning Evaluability Assessments. A synthesis of the literature and recommendations'. DFID Working Paper 40. London: DFID. [http://r4d.dfid.gov.uk/pdf/outputs/misc\\_InfoComm/61141-DFIDWorkingPaper40-finalOct13.pdf](http://r4d.dfid.gov.uk/pdf/outputs/misc_InfoComm/61141-DFIDWorkingPaper40-finalOct13.pdf)

Davies R. (2012). 'Criteria for assessing the evaluability of a Theory of Change', 5 April. Available at <http://mandenews.blogspot.co.uk/2012/04/criteria-for-assessing-evaluability-of.html>

International Labour Organization (2012). 'Dimensions of the evaluability instrument', 20 March. [http://www.ilo.org/wcmsp5/groups/public/---ed\\_mas/---eval/documents/publication/wcms\\_165985.pdf](http://www.ilo.org/wcmsp5/groups/public/---ed_mas/---eval/documents/publication/wcms_165985.pdf)

International Labour Organization (2011). 'Using the evaluability assessment tool', 20 December. [http://www.ilo.org/wcmsp5/groups/public/---ed\\_mas/---eval/documents/publication/wcms\\_165984.pdf](http://www.ilo.org/wcmsp5/groups/public/---ed_mas/---eval/documents/publication/wcms_165984.pdf)

Juvenile Justice Evaluation Center (2003). 'Evaluability assessment: examining the readiness of a program for evaluation', May. <http://www.jrsa.org/pubs/juv-justice/evaluability-assessment.pdf>

Taplin, D.H. et al. (2013). 'Theory of Change Technical Papers: A Series of Papers to Support Development of Theories of Change Based on Practice in the Field', April. [http://www.theoryofchange.org/wp-content/uploads/toco\\_library/pdf/ToC-Tech-Papers.pdf](http://www.theoryofchange.org/wp-content/uploads/toco_library/pdf/ToC-Tech-Papers.pdf)

Thurston, W.E. and L. Potvin (2003). 'Evaluability assessment: a tool for incorporating evaluation in social change programs' [http://www.stesapes.med.ulg.ac.be/Documents\\_electroniques/EVA/EVA-PROG/ELE%20EVA-PROG%207370.pdf](http://www.stesapes.med.ulg.ac.be/Documents_electroniques/EVA/EVA-PROG/ELE%20EVA-PROG%207370.pdf)

#### g. Code of conduct and norms for evaluation in the UN system

Evaluations of UNICEF/UNFPA-supported activities need to be independent, impartial and rigorous and evaluators must demonstrate personal and professional integrity. In particular:

1. To avoid **conflict of interest** and undue pressure, evaluators need to be **independent**. The members of the evaluation team must not have been directly responsible for the policy/programming-setting, design, or overall management of the subject under evaluation, nor should they expect to be in the near future. Evaluators must have no vested interest and should have the full freedom to conduct impartially their evaluative work, without potential negative effects on their career development. They must be able to express their opinion in a free manner.
2. The evaluators should protect the anonymity and **confidentiality of individual informants**. They should provide maximum notice, minimize demands on time, and respect people's right not to engage. Evaluators must respect people's right to provide information in confidence, and must ensure that sensitive information cannot be traced to its source. Evaluators are **not expected to evaluate individuals**, and must balance an evaluation of management functions with this general principle.
3. At times, evaluations uncover **evidence of wrongdoing**. Such cases must be reported discreetly to the appropriate investigative body.
4. Evaluators should be **sensitive to beliefs, manners and customs** and act with integrity and honesty in their relations with all stakeholders. In line with the UN Universal Declaration of Human Rights, evaluators must be sensitive to, and **address issues of discrimination and gender equality**. They should avoid offending the dignity and self-respect of those persons with whom they come in contact in the course of the evaluation. Knowing that evaluation might negatively affect the interests of some stakeholders, evaluators should conduct the

evaluation and communicate its purpose and results in a way that clearly respects the dignity and self-worth of all stakeholders.

- Evaluators are responsible for the **clear, accurate and fair** written and/or oral presentation of study limitations, evidence based findings, conclusions and recommendations.

**A declaration of absence of conflict of interest must be signed by each member of the team and shall be annexed to the offer.** No team member should have participated in the preparation, programming or implementation of the UNFPA-UNICEF Global programme to Accelerate Action to End Child Marriage.

See **Code of conduct for evaluation in the United Nations System** at:

<http://www.unevaluation.org/document/detail/102>

See **Norms for evaluation in the United Nations System** at:

<http://www.unevaluation.org/document/detail/21>

#### h. Evaluability matrix

EQ1 : To what extent ...			
Assumptions to be assessed	Indicators	Sources of information	Methods and tools for the data collection
Assumption 1 ...			
<p>➤ <b>Evaluators must fill this box with all relevant data and information gathered during the data collection phase in relation with the elements listed with the 'assumptions to be assessed' column and their corresponding indicators.</b></p> <p><b>The information placed here can stem from: documentary review, interviews, focus group discussions, etc.</b></p> <p><b>The evaluability team must ensure that all the information displayed:</b></p> <ul style="list-style-type: none"> <li>✓ <b>is directly related to the indicators listed above;</b></li> <li>✓ <b>is drafted in a readable and understandable manner;</b></li> <li>✓ <b>makes visible the triangulation of data;</b></li> <li>✓ <b>the information source (s) are referenced in footnotes.</b></li> </ul>			
Assumption 2 .....			

## i. Quality assurance of the evaluability assessment report

The Evaluation Offices of UNICEF and UNFPA recommend that the evaluation quality assessment grid (below) is used as an element of the proposed quality assurance system.

The main purpose of the evaluation quality assessment grid is to ensure that the evaluability report complies with professional standards while meeting the information needs of the intended users. The assessment of the strengths and weaknesses of the evaluability report gives an indication of the relative reliability of its results.

The quality assurance assessment of the **draft evaluability report** must be performed by the contractor. Based upon the results of this assessment, the evaluation team leader shall revise and make all necessary corrections (form and substance) to the draft final report prior to submitting the report to the review of the Joint Evaluability Assessment Management Group (Evaluation Office UNICEF/UNFPA).

The contractor should also apply the quality assessment grid to the **final evaluability report**.

### **1. Structure and Clarity of the Report**

*To ensure report is user-friendly, comprehensive, logically structured and drafted in accordance with international standards*

Does the report clearly describe the exercise, how it was conducted, the findings of the evaluability assessment, and their analysis and subsequent recommendations? Is the structure *logical*? Is the report *comprehensive*? Can the information provided be *easily understood*?

Checklist of minimum content and sequence required for structure:

- (i) Acronyms; (ii) Executive Summary; (iii) Introduction; (iv) Methodology including Approach and Limitations; (v) Context; (vi) Findings/Analysis; (vii) Conclusions; (viii) Recommendations.
- *Minimum requirements for Annexes (to be presented in a separate volume):* Country case study notes; Evaluability matrix duly completed/edited; Portfolio of interventions; Methodological instruments used (survey, focus groups, interviews etc.); Bibliography; List of People Interviewed; Terms of reference.

### **2. Executive Summary**

*To provide an overview of the evaluability assessment, written as a stand-alone section and presenting main results of the evaluation.*

Does it read as a stand-alone section, and is a *useful* resource in its own right? Is it brief yet *sufficiently detailed*, presenting the main results of the evaluability assessment, and including *key elements* such as methodology and conclusions and recommendations?

Structure: (i) Purpose and scope of the evaluability assessment; (ii) Background of the evaluability assessment; (iii) Methodology; (iv) Main findings; (v) Conclusions; (v) Recommendations

*Maximum length 5 page*

### **3. Design and Methodology**

*To provide a clear explanation of the methods and tools*

Is the *methodology* used for the evaluability clearly described and is the rationale for the methodological choice justified? Have cross-cutting issues (vulnerable groups, youth and gender equality) been paid specific attention in the design of the evaluability? Are key processes (tools used, triangulation, and consultation with

stakeholders) discussed in sufficient detail? Are *constraints* and *limitations* made explicit (including limitations applying to interpretations and extrapolations; robustness of data sources, etc.) and discussed?

Minimum content and sequence:

- Explanation of methodological choice, including constraints and limitations;
- Techniques and Tools for data collection provided in a detailed manner;
- Triangulation systematically applied throughout the evaluability assessment;
- Details of participatory stakeholders' consultation process are provided;
- Specific attention to cross-cutting issues (vulnerable groups, youth, gender equality) in the design of the evaluability assessment.

#### **4. Reliability of Data**

*To clarify data collection processes and data quality*

Are *sources* of data clearly stated for both primary and secondary data? Is it clear why case studies were selected and what purpose they serve? Are all relevant materials related to case studies, interviews (list of interviewees, questionnaires) etc. annexed to the report? Are the limitations, and methods to address them, discussed? What other *data gaps* are there and how have these been addressed?

- Sources of qualitative and quantitative data have been identified;
- Credibility of primary (e.g. interviews and focus groups) and secondary (e.g. reports) data established and limitations made explicit.

#### **5. Findings and Analysis**

*To ensure sound analysis and credible findings*

Findings: Is there a *clear pathway* from data to findings, so that all findings are *evidence-based*?

Are *biases* stated and discussed? Are *unintended* findings reported and discussed?

- Findings stem from rigorous data analysis;
- Findings are substantiated by evidence;
- Findings are presented in a clear manner.

Analysis: Are *interpretations* of the findings understandable? Are *assumptions* clearly stated and extrapolations well explained? Are their *limitations* (or drawbacks) discussed? Does the analysis respond to *all* evaluation questions? If not, are *omissions* (of both evaluation criteria and questions) recognized and explained? Has the analysis examined *cause and effect* links between an intervention and its end results? Are *contextual factors* identified and their influence discussed?

- Interpretations are based on carefully described assumptions;
- Contextual factors are identified;
- Cause and effect links between an intervention and its end results (including unintended results) are explained.

#### **6. Conclusions**

*To assess the validity of conclusions*

Are the conclusions organized in priority order? Do the conclusions amount to a reasonable *judgment* of the findings and are their links to evidence made clear? Are there any limitations and are these made clear? Do they present an *unbiased* judgment by the evaluators of the intervention or have they been influenced by preconceptions or assumptions that have not been discussed?

- Conclusions are based on credible findings;

- Conclusions are organized in priority order;
- Conclusions must convey evaluators' unbiased judgment of the intervention;
- Conclusions include: Summary; Origin (which evaluation question(s) the conclusion is based on); Evaluability criteria covered; Related recommendations(s); Detailed conclusion.

### **7. Recommendations**

*To assess the usefulness and clarity of recommendations*

Is there a *logical flow* from the conclusions to recommendations? Are they strategic and clearly presented in a priority order which is consistent with the *prioritization* of conclusions? Are they *useful* – sufficiently detailed, targeted and likely to be implemented and lead to *further action*? How have the recommendations *incorporated* stakeholders' views and has this affected their *impartiality*?

- Recommendations flow logically from conclusions;
- Recommendations must be strategic, targeted, realistic and operationally-feasible;
- Recommendations must take into account stakeholders' consultations whilst remaining impartial;
- Recommendations should be presented in priority order
- Recommendations include: Summary; Priority level (very high/high/medium); Target (administrative unit(s) to which the recommendation is addressed); Origin (which conclusion(s) the recommendation is based on); Operational implications.

### **8. Meeting Needs**

*To ensure that the Evaluability Report responds to requirements (scope and evaluability questions) stated in the ToR.*

Does the report adequately address the information needs and responds to the *requirements stated in the ToR*? In particular, does the report respond to the evaluability questions identified in the inception report?

