

Terms of Reference

Evaluation of UNESCO's programme interventions on girls' and women's education¹

Background

UNESCO has made gender equality a global priority since 2008 and has been working since to ensure that it is promoted through all its programmes and activities. UNESCO's vision of gender equality is in line with relevant international instruments such as the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW) and the Beijing Declaration and Platform for Action, and is also informed by reflections on the post-2015 development framework. The UNESCO Priority Gender Equality Action Plan for 2014-2021 (GEAP II) provides an operational framework to realise UNESCO's Global Priority Gender Equality.

Education is one of the core areas of UNESCO's mandate, which is vital for advancing the global gender equality agenda. As such, gender equality is central to Major Programme I on Education, in line with its efforts to promote the right to education for all. The UNESCO Education Programme aims to address persisting gender disparities and to promote gender equality throughout the education system: in participation in education (access), within education (contents, teaching and learning context and practices, delivery modes, and assessments) and through education (learning outcomes, life and work opportunities).

UNESCO's Section of Education for Inclusion and Gender Equality was established in 2015 in recognition of the need for an entity within the Education Sector (ED) to advance the global priority of gender equality. The Section contributes to UNESCO's mission by supporting Member States' development of education systems that foster high quality and inclusive lifelong learning for all, as outlined in the Medium-Term Strategy 37 C/4, the UNESCO Education Strategy 2014-2021, the Education 2030 Framework for Action and the Sustainable Development Goals. In particular, the Section's work on gender equality in education addresses the gender dimensions in education that contribute to differential access, participation, completion, and learning outcomes by boys and girls, and men and women. It supports gender mainstreaming and gender-specific programming, strategic two-fold approaches outlined in the UNESCO's GEAP II and employed by other UN agencies and bilateral partners.

The "Global Partnership for Girls' and Women's Education" was launched by UNESCO in 2011 to expand and improve the quality and relevance of education for girls and women. The Section of Education for Inclusion and Gender Equality provides strategic oversight, technical assistance and monitoring of the following three programmes under the Global Partnership:

¹ In line with UNESCO's Internal Oversight Service (IOS) evaluation plan for 2016/17, an evaluation of programme interventions that UNESCO is implementing or supporting to improve education outcomes for girls and women, and to promote gender equality in education, is envisaged.

- **The UNESCO Malala Fund for Girls' Right to Education**, a multi-donor fund launched in 2012 to expand girls' and women's access to quality education, especially in countries affected by conflict and disaster.²
- **The UNESCO-HNA Partnership for Girls' and Women's Education**, a five-year partnership formed in 2014 between UNESCO, the HNA Group and Hainan Cihang Foundation to accelerate gender equality in education in seven countries in Africa and Asia.³
- **The Joint Programme on Empowering Adolescent Girls and Young Women through Education**, launched in 2015 and jointly implemented by UNESCO, UN Women and UNFPA to promote girls' education and empowerment through multi-sectoral approaches.⁴

The present evaluation will examine selected UNESCO's programme interventions on girls' and women's education for the period 2015-2017 and findings will be presented during the 202nd session of the Executive Board in October 2017. Part of the evaluation will also serve to inform progress made with regards to the two projects under the UNESCO-HNA Partnership for Girls' and Women's Education, which require a mid-term external evaluation.

Purpose and objectives of the evaluation

The purpose of this evaluation is to inform decision-making and provide evidence-based recommendations on how to strengthen and sustain current girls' and women's education initiatives undertaken by UNESCO. The evaluation will also generate evidence on UNESCO's performance in specific interventions implemented with the aim to improve education outcomes for girls and women, and to promote gender equality in education.

The principal objectives of the evaluation are to:

- i) Ascertain the relevance, effectiveness, efficiency, results and sustainability of initiatives spearheaded by UNESCO to advance girls' and women's education.
- ii) Clarify the strategic role and positioning of UNESCO in supporting girls' and women's education at regional and country levels.
- iii) Provide conclusions and actionable recommendations that can shape future programming and implementation by UNESCO of initiatives aiming at girls' and women's education.

Within UNESCO, key users of the findings of the evaluation will be UNESCO's Section of Education for Inclusion and Gender Equality and country office teams as they continue to refine their girls' and women's education programmes and strategies. Evaluation findings that are specific to the Hainan Fund-in-Trust

² The UNESCO Malala Fund for Girls' Right to Education is a multi-donor Fund which currently includes the following project countries: Cambodia, Egypt, Mauritania, Mozambique, Nepal, Nigeria, Pakistan, Tanzania and Viet Nam. It was established in 2012 with an initial contribution of USD 10 million from the Islamic Republic of Pakistan. Since then, several donors have been contributing to the Fund. The projects all have different time frames, with most around two years in duration.

³ The UNESCO-HNA Partnership for Girls' and Women's Education, through the Hainan Funds-in-Trust (HFIT), has two projects in seven countries for the period 2015-2020, with a budget of USD 5 million: Cambodia, Ghana, Ethiopia, Nepal, Myanmar, Sri Lanka and Uzbekistan.

⁴ The Joint Programme on Empowering Adolescent Girls and Young Women through Education is a five-year programme launched in 2015 with UN Women and UNFPA. Currently, Mali, Nepal and Tanzania are receiving financial support from the Korea International Cooperation Agency (KOICA) for the Joint Programme, with each receiving USD 5 million over five years.

(HFIT) projects under the UNESCO-HNA Partnership for Girls' and Women's Education will also be shared with the donors, as per the donors' requirement. Other potential users include the Office of the Director-General's Gender Equality Division, which monitors and reports on the progress of the implementation of the GEAP II. The evaluation should endeavor to generate evidence and lessons learned that can improve practice for UNESCO's interventions in the area of girls' and women's education, but also that can feed into learning for other key stakeholders working on gender equality and education at national, regional or international levels.

Key dimensions covered by the evaluation

The evaluation will be guided by the following overarching questions, which will be validated and further refined during the inception phase. A set of sub-questions will be identified for each of these key dimensions. Indicative evaluation questions for each dimension are as follows:

Relevance: The evaluation will examine the extent to which UNESCO's support on girls' and women's education is aligned with the Organization's mandate including the GEAP II and institutional priorities, global development goals, and the development needs and priorities of key stakeholders. It will also look at the relative importance of the initiatives and the comparative advantage of UNESCO in spearheading them.

- ✓ To what extent is UNESCO's work on girls' and women's education aligned with national needs and priorities, as well as national, regional, international priorities, strategies and frameworks?
- ✓ What is the added value of UNESCO in spearheading and supporting these programmes?

Effectiveness: The evaluation will examine the extent to which UNESCO-supported initiatives on girls' and women's education are carried out effectively.

- ✓ To what extent was UNESCO's approach effective considering the scope and size of the projects?

Efficiency: The evaluation will examine managerial and operational aspects of the initiatives launched by UNESCO to support girls' and women's education in different country and regional contexts.

- ✓ To what extent were the interventions implemented in accordance with plans, target groups, timeline and what were the key enabling factors and obstacles?

Results: The evaluation will examine the extent to which UNESCO's support on girls' and women's education has contributed to enhancing the performance of Member States to address barriers to girls' and women's education. Where possible, the evaluation will also seek to identify the extent to which the initiatives have contributed to positive changes in the lives of girls and women (in term of empowerment, education access, completion and/or performance).

- ✓ To what extent has UNESCO strengthened national capacities to address barriers to girls' and women's education, and how are national authorities and other stakeholders using enhanced knowledge/skills/systems to transform the way they work on issues related to girls' and women's education?
- ✓ To what extent did the projects contribute to improving and expanding access to quality education for girls and women?

Sustainability: The evaluation will examine the extent to which UNESCO-supported initiatives on girls' and women's education can be scaled up or taken forward by governments, civil society and other development partners independently.

- ✓ To what extent are the benefits of the project likely to be sustained or taken forward independently by government, civil society and other development partners after the completion of the project?
- ✓ To what extent have the interventions contributed to influencing national, local or institutional priorities on girls' and women's education through increased awareness, strengthened capacity and exposure to good practice?

Evaluation approach and methodology

The indicative design for the evaluation is a theory of change based approach that utilises methods such as contribution analysis, outcome mapping to assess the quality and results of UNESCO programmes, and interventions that UNESCO has inspired in achieving education outcomes for girls and women, and enhanced gender equality (see indicative draft Theory of Change in Appendix A).

Suggested key elements for the methodology include:

Desk-based review

- ✓ Literature review of topical issues and global trends in girls' and women's education
- ✓ Analysis of project documents and documents from UNESCO offices to identify girls' and women's education interventions, strategies, activities, and reported results
- ✓ Review and analysis of national policy documents, statistics and trends

Theory of Change

- ✓ Refining and further developing the Theory of Change for UNESCO's girls' and women's education initiatives

Field-based data collection using a well-constructed case study approach

- ✓ Two country case studies will be used as examples of UNESCO's work: such as **Nepal** and **Viet Nam** (2 visits per country)
- ✓ Using a combination of qualitative and quantitative methods to obtain primary data from multiple sources including interviews, focus groups, surveys as appropriate
- ✓ Semi-structured interviews with a number of key stakeholders from different internal and external stakeholder groups (identified via an initial stakeholder analysis)

Sampling strategy of key informants

- ✓ Travel to Paris for interviews and participatory workshops to steer the evaluation and to discuss findings and recommendations
- ✓ Travel to Bangkok (end of May / beginning of June) to conduct interviews with participating countries at a Regional Meeting organized by the UNESCO Regional Office in Bangkok as part of the UNESCO-HNA Partnership for Girls' and Women's Education
- ✓ Travel to Nepal and Viet Nam to undertake interviews with Informants from UNESCO, key implementing partners and beneficiaries (including girls and women), field-based data collection, and classroom observations including teachers and learners

Data analysis and formulation of preliminary findings as well as evaluation recommendations

Evaluation Management

The evaluation will be managed by UNESCO's Internal Oversight Service (IOS) with support from the ED Section of Education for Inclusion and Gender Equality and will be conducted by an independent external evaluator. The evaluator is expected to contribute specific expertise and knowledge of the global education development landscape as well as experience in evaluating girls' and women's education initiatives. IOS is responsible for the overall management of the evaluation and quality assurance of the deliverables. The external evaluator will be expected to further develop the Theory of Change, to develop a detailed evaluation methodology including the data collection tools, to conduct data collection and analysis, as well as to conduct fieldwork and to prepare the draft and final reports and a PowerPoint (PPT) presentation of the process and results in English. The external evaluator will also prepare a mid-term evaluation report for the two projects under the UNESCO-HNA Partnership for Girls' and Women's Education, which can be based on the overall Evaluation report. The external evaluator will present findings and recommendations at a stakeholder workshop in Paris in July 2017.

Evaluation Reference Group

A reference group will be established to accompany the evaluation process and provide feedback on the Inception Report and Draft Evaluation Report. The reference group comprises members from the IOS Evaluation Office, the ED Executive Office, the ED Section for Education for Inclusion and Gender Equality, and the Office of the Director-General's Gender Equality Division. The Reference Group shall meet periodically during the evaluation, as necessary.

Logistics

The evaluator will commonly be responsible for their own logistics: office space, administrative and secretarial support, telecommunications, printing of documentation, travel, etc. Suitable office space will be provided for the consultant when s/he is working from UNESCO premises. S/he will also be responsible for administering and disseminating all methodological tools such as surveys, and logistics related to travel. ED will provide access to all relevant documentation and contact details of all relevant stakeholders and distribution lists. It will also facilitate access to UNESCO staff from Headquarters, Regional and Field Offices and Institutes engaged in project delivery.

Evaluation Team and Resources

Qualifications

The consultant should possess the following mandatory qualifications and experience:

- University degree at Masters level or equivalent in Education, Social Sciences, Political Sciences, Economics, or any related field;
- At least five years of working experience acquired at the international level or in an international setting;
- Senior experience in evaluation, project and/or programme planning and management;
- Knowledge of and experience in applying qualitative and quantitative data analysis techniques and Results Based Management (RBM) principles;
- Understanding and knowledge of the UN mandates and its programming in relation to Human Rights and Gender Equality issues;
- A professional experience relevant to the field of girls' and women's' education is desirable;
- Excellent analytical and demonstrated drafting skills in English, working knowledge of French is desirable;
- No previous involvement in the implementation of the activities under review.

Desired Qualifications:

- Work experience in the UN or experience with assignments for the UN;
- Experience with assignments focusing on multi stakeholder partnerships, and/or Education capacity building;
- Other UN language skills will be considered an advantage.

Verification of these qualifications will be based on the provided curriculum vitae. Moreover, references, web links or electronic copies of the two or three examples of recently completed evaluation reports should be provided together with the technical proposal. Candidates are also encouraged to submit other references such as research papers or articles that demonstrate their familiarity with the subject under review.

Deliverables and Schedule

The timeframe for the evaluation is limited. The evaluation is expected to commence in April 2017 and be concluded by July 2017. The indicative timetable of key activities and deliverables is shown below.

Activity / Deliverable	Indicative Timing
Procurement – Request for Proposals	Early April 2017
Selection of external evaluation team; contractual arrangements completed	Mid April 2017
Evaluation launch – entrance meeting in Paris	20 April 2017
Inception report	Early May 2017
Data collection & analysis; field missions	May, June 2017

Stakeholder workshop	Mid June 2017
Draft Evaluation report and separate draft evaluation report for the two HFIT projects under the UNESCO-HNA Partnership for Girls' and Women's Education	End June 2017
Final Evaluation report and PPT presentation Final evaluation report for the two HFIT projects	Mid July 2017

The Draft and Final Evaluation report should be written in English according to UNESCO's Education Sector Visual identity guidelines and comprise no more than 40-50 pages excluding annexes. It should be structured as follows:

- ✓ Executive summary (2-4 pages)
- ✓ Programme description and Theory of Change
- ✓ Evaluation purpose
- ✓ Evaluation methodology (including challenges and limitations)
- ✓ Main Findings
- ✓ Lessons learned
- ✓ Recommendations and conclusions
- ✓ Annexes including TOR, interview list, data collection instruments, key documents consulted.

The Draft and Final Evaluation reports for the two HFIT project case studies should be written in English according to UNESCO's Education Sector Visual identity guidelines, comprise no more than 20 pages excluding annexes, and follow the same structure as indicated above. It can also include extracts from the overall Final Evaluation report.

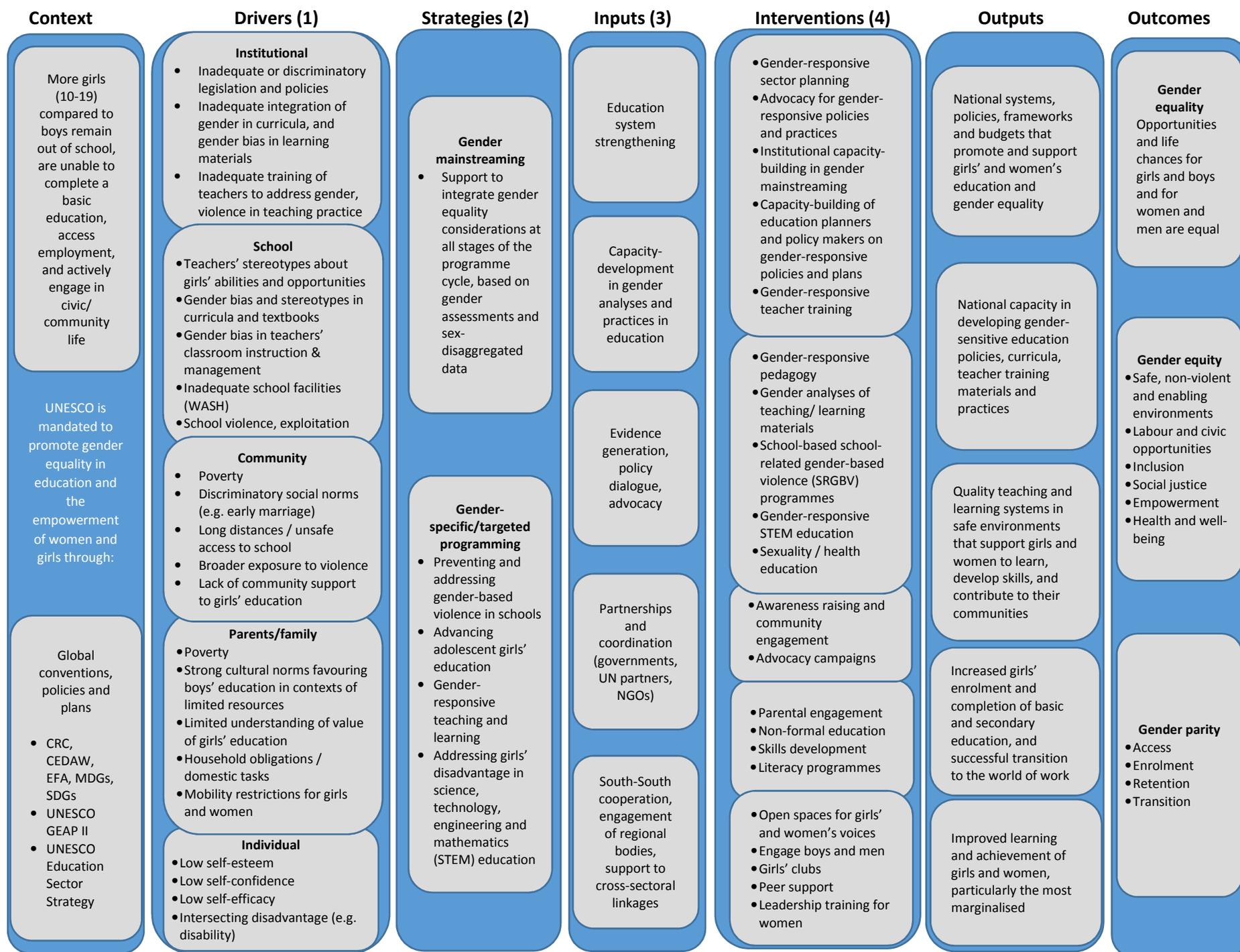
How to submit a proposal

Your electronic offer comprising of a technical proposal and a financial proposal, attached in two separate files, shall be sent to the following email address no later than **Wednesday 19 April 2017, 23:59 CET:**

ios@unesco.org

For any requests for clarification, please contact Ms Martina Rathner (m.rathner@unesco.org).

Appendix A: UNESCO's Girls' and Women's Education Theory of Change (draft)



Key assumptions

- (1) Root causes for gender inequalities (such as discriminatory social norms, gender stereotyping, civil unrest and conflict) are identified and inform UNESCO programming for girls' and women's education
- (2) UNESCO corporate strategies are complementary to national strategies and priorities; strategies are broad to ensure locally responsive approaches
- (3) Inputs assume adequate resourcing and capacities among UNESCO staff to deliver for girls and women
- (4) Several assumptions:
 - a. Openness among male community members in promoting gender equality
 - b. Education system is equipped with basic infrastructure inputs to achieve enrolment standards
 - c. All relevant stakeholders engage actively at country-level to implement the interventions and promote gender-responsiveness in schools and communities
 - d. There is political will and economic rationale to address girls' and women's education and gender equality