



Terms of Reference

**United Nations Population Fund (UNFPA)
State of Palestine - 6th Country Programme
Programme period: 2018 - 2022**

Country Programme Evaluation

[August, 2021]

Contents

1. Introduction	1
2. Country Context	2
3. UNFPA Country Programme	5
4. Objectives and Scope of the Evaluation	11
4.1. Purpose	11
4.2. Objectives	11
4.3. Scope	11
5. Evaluation Criteria and Preliminary Evaluation Questions	12
5.1 Evaluation Criteria	12
5.2. Preliminary Evaluation Questions	12
6. Methodology and Approach	14
6.1 Evaluation Approach	14
6.2 Methodology	15
7. Evaluation Process	19
7.1 Preparatory phase	23
7.2 Design phase	24
7.3 Field phase	24
7.4 Reporting phase	25
7.5 Facilitation phase	26
8. Expected Deliverables	21
9. Quality Assurance and Assessment	22
10. Indicative Timeframe and Work Plan	24
11. Management of the Evaluation	28
12. Composition of the Evaluation Team	30
12.1. Roles and Responsibilities of the Evaluation Team	31
12.2. Qualifications and Experience of the Evaluation Team	32
13. Budget and Payment Modalities	35
14. Bibliography and Resources	36
15. Annexes	37

Acronyms

ASRO	Arab States Regional Office
CO	Country Office
CP	Country Programme
CCA	Common Country Analysis/Assessment
CPAP	Country Programme Action Plan
CPD	Country Programme Document
CPE	Country Programme Evaluation
DSA	Daily subsistence allowance
ERG	Evaluation Reference Group
EQA	Evaluation Quality Assessment
EQAA	Evaluation Quality Assurance and Assessment
GBV	Gender-based Violence
oPt	Occupied Palestinian Territory
ICPD	International Conference on Population and Development
M&E	Monitoring and Evaluation
PMICS	Palestinian Multiple Indicators Cluster Survey
PCBS	Palestinian Central Bureau of Statistics
RO	Regional Office
SDGs	Sustainable Development Goals
SoP	State of Palestine
SRHR	Sexual and reproductive health and rights
ToR	Terms of Reference
UNCT	United Nations Country Team
UNDAF	United Nations Development Assistance Framework
UNEG	United Nations Evaluation Group
UNFPA	United Nations Population Fund
UNPDF	United Nations Partnership for Development Framework
UNSDCF	United Nations Sustainable Development Cooperation Framework

1. Introduction

The United Nations Population Fund (UNFPA) is the lead United Nations agency for delivering a world where every pregnancy is wanted, every childbirth is safe and every young person's potential is fulfilled. UNFPA expands the possibilities of women and young people to lead healthy and productive lives. The strategic goal of UNFPA is to “achieve universal access to sexual and reproductive health, realize reproductive rights, and reduce maternal mortality to accelerate progress on the agenda of the Programme of Action of the International Conference on Population and Development (ICPD), to improve the lives of women, adolescents and youth, enabled by population dynamics, human rights and gender equality”.¹ In pursuit of this goal, UNFPA works towards three transformative and people-centred results: (i) end preventable maternal deaths; (ii) end the unmet need for family planning; and (iii) end gender-based violence and all harmful practices, including female genital mutilation and child, early and forced marriage. These transformative results will contribute to the achievement of the Sustainable Development Goals (SDGs), in particular good health and well-being (Goal 3), the achievement of gender equality and the empowerment of women and girls (Goal 5), the reduction of inequality within and among countries (Goal 10), and peace, justice and strong institutions (Goal 16). In line with the vision of the 2030 Agenda for Sustainable Development, UNFPA seeks to ensure that no one will be left behind and that the furthest behind will be reached first.

UNFPA has been operating in Palestine since 1987. The support that the UNFPA Palestine Country Office (CO) provides to the Government of Palestine under the framework of the 6th Country Programme (CP) 2018 – 2022 builds on national development needs and priorities articulated in:

The National Development Plan

The National Poverty Reduction Strategy

The United Nations Common Country Analysis/Assessment (CCA) 2016

The United Nations Partnership for Development Framework (UNPDF)

The United Nations Development Assistance Framework (UNDAF) and/or United Nations Sustainable Development Cooperation Framework (UNSDCF) 2018-2022

The UNCT COVID-19 Development System Response Plan

Joint annual /biannual work plans

Joint programme documents

¹ UNFPA Strategic Plan 2018-2021.

The 2019 UNFPA Evaluation Policy requires CPs to be evaluated every two programme cycles “unless the quality of the previous country programme evaluation was unsatisfactory and/or significant changes in the country contexts have occurred”. The country programme evaluation (CPE) will provide an independent assessment of the relevance and performance of the UNFPA 6TH CP (2018-2022) in State of Palestine, and offer an analysis of various facilitating and constraining factors influencing programme delivery and the achievement of intended results. The CPE will also draw key lessons and provide a set of actionable recommendations for the next programme cycle.

The evaluation will be implemented in line with the *Handbook on How to Design and Conduct Country Programme Evaluations at UNFPA* (UNFPA Evaluation Handbook), which is available at: <https://www.unfpa.org/EvaluationHandbook>. The handbook provides practical guidance for managing and conducting CPEs to ensure the production of quality evaluations in line with the United Nations Evaluation Group (UNEG) norms and standards and international good practice for evaluation. It offers step-by-step guidance to prepare methodologically robust evaluations and sets out the roles and responsibilities of key evaluation stakeholders at all stages in the evaluation process. The handbook includes a number of tools, resources and templates that provide practical guidance on specific activities and tasks that the evaluators and the Evaluation Manager perform in the different evaluation phases.

The main audience and primary users of the evaluation are: (i) The UNFPA State of Palestine CO; (ii) SoP; (iii) the United Nations Country Team (UNCT) in State of Palestine; (iv) Arab States Regional Office, ASRO; (v) and donors operating in State of Palestine. The evaluation results will also be of interest to a wider group of stakeholders, including: (i) Implementing partners of the UNFPA State of Palestine CO; (ii) UNFPA headquarters divisions, branches and offices; (iii) the UNFPA Executive Board; (iv) academia; (v) local civil society organizations and international NGOs; and (vi) beneficiaries of UNFPA support (in particular women and adolescents and youth). The evaluation results will be disseminated to these audiences as appropriate, using traditional and new channels of communication and technology.

The evaluation will be managed by the Evaluation Manager within the UNFPA State of Palestine CO, with guidance and support from the Regional Monitoring and Evaluation (M&E) Adviser at ASRO, and in consultation with the Evaluation Reference Group (ERG) throughout the evaluation process. A team of independent external evaluators will conduct the evaluation and prepare an evaluation report in conformity with these terms of reference.

2. Country Context

1. In 2022, the Gaza Strip and the West Bank, including East Jerusalem, will have been under a military occupation for 55 years. Ending the occupation is the single most important factor in enabling Palestinians to chart a successful course to the Sustainable Development Goals (SDGs).

While under occupation the Palestinian Government will continue to have highly restricted control over the levers of development, and as long as it remains the occupying power, the ultimate accountability for Palestine's ability or failure to reach the global goals articulated in the 2030 Agenda for Sustainable Development remains with the Government of Israel. Overall, the operational environment in the occupied Palestinian territory (oPt) is characterized by: A fragile security situation; numerous restrictions on movement, on access to large areas of the West Bank and the entirety of Gaza, and on the ability of Palestinians to access natural resources, build and develop in Area C and East Jerusalem; an ongoing settlement enterprise; and regular instances of human rights violations with weak accountability.

2. The population in the occupied Palestinian territory remains in a situation of vulnerability and structural disadvantage due to the continued occupation and the political division between the West Bank and Gaza. The prolonged occupation has resulted in a protracted protection crisis; where as estimated by the Humanitarian Country Team (HCT), approximately 2.45 million Palestinians across the oPt will require some sort of humanitarian assistance in 2021, with a sharp increase in the number of people suffering from severe as opposed to moderate need reaching around 346,000. The Palestinian Authority has made progress in building state institutions, yet its viability is challenged by financial constraints and donor dependency.
3. In 2020, the population in Gaza and the West Bank was 5.2 million (PCBS, 2021), with a population growth rate of 2.8 per cent; it is projected to grow to 6.9 million by 2030. Population growth rates will remain high despite expected reductions in the total fertility rate which reached 3.8 births per woman;(3.8 births in the West Bank and 3.9 births in the Gaza Strip) as reported in the latest Palestinian Multiple Indicators Cluster Survey "PMICS" (2020). The demographic trends and future changes in age structures point to a decrease in the number of children (0-14 years), a slight increase in the number of elderly (above age 60), and a sharp increase in working-age population. This calls for targeted investments in youth and women's empowerment, to provide an opportunity for development, economic growth and healthier lives.
4. 2020 was as a year of setbacks for the Palestinians, their institutions, and their economy due to the COVID-19 pandemic and an unprecedented fiscal crisis. During the first COVID-19 lockdown last spring, around 150,000 Palestinians lost their jobs, and similarly large negative impacts are expected from the present lockdown (OCHA, 2020). In 2020, the Palestinian economy contracted around 10 to 12 percent—one of the largest annual contractions since the Palestinian Authority was established in 1994. The unemployment rate in Palestine reached 25.9% with 15.7% in the west bank compared to 46.6% in the Gaza Strip (PCBS, 2021).
5. Planning for development requires data analysis of current and future population trends and understanding of the social and economic consequences of population dynamics; population growth, fertility rate, mortality rates, migration and the change in age structure. Population data are important for policy and decision makers to learn how population trends and dynamics play a powerful role in development and, therefore, must be factored into planning and policy decisions. Through census and surveys, UNFPA continues to support national efforts through the Palestinian Central Bureau of Statistics (PCBS) in collecting demographic data and strengthening the national information system. PCBS efforts are channelled towards developing and enhancing the Palestinian official statistical system through; the establishment of a comprehensive and unified statistical system to serve as an instrument of guidance for diagnosing problems and evaluating progress made in Palestine, raising the public's awareness through the release of information through the mass media, and building ties with the Palestinian academic institutions, the creation of a library of Palestinian and international statistics and an archive of Palestinian censuses and surveys covering

a wide range of areas and conducting a population and housing census and agriculture census every ten years or less in accordance with the rules of a special census act issued by the President of the Palestinian National Authority, and to conduct an Establishment census every five years or less.

6. The Ministry of Health reports a maternal mortality ratio of 16.7 maternal deaths per 100,000 live births. Studies identified as a major cause the quality of care, especially in compliance with obstetric care protocols, supervision and documentation. Antenatal care reached 93.5 percent per pregnancy (PMICS, 2020). Among women seeking reproductive health services, breast cancer is the main cause of mortality with five-year survival rates of 30 to 40 percent.
7. Unwanted pregnancies were reported at 30 percent in 2014. The prevalence rate of modern contraceptives is 57.3 percent, with a 12.9 percent unmet need for contraception (PMICS, 2020). The unmet need for family planning is related to the unavailability of contraceptives, the poor quality of family planning services and sociocultural factors. A 2016 UNFPA study on family planning showed that trends in family planning method choices were associated with the unavailability of skilled midwives. Currently, there are 3,000 midwives less than needed to provide adequate sexual and reproductive health services.
8. Palestine has a youthful population. Some 69% of the population is under 30 years old; 22% (1.14 million) of the population are youth between the ages of 18-29 (23% in the West Bank and 22% in Gaza Strip). The youth population is set to double by 2050 – and to increase by one million people by 2030. Young people are disproportionately affected by a range of negative factors: the protracted crises, the effects of occupation, internal Palestinian fragmentation, exclusion, and a high unemployment rate, which stands at 52 per cent among youth aged 19-29 as indicated in the latest labor force survey (2019). The National Youth Survey showed that only 20 per cent of youth are participating in voluntary work and only 40 per cent reported interest in participating in an election event. As for sexual activity, 25 per cent of unmarried male youth (19-24 years) and 22 percent of younger male youth (17-18 years) reported having sexual experience. Rates for females were generally similar. Rates for sexual intercourse remain lower (9.5 percent of older unmarried males and 7 percent of females). While HIV/AIDS prevalence remains relatively low, the lack of comprehensive sexual education is likely to lead to increase in incidences of sexually transmitted infections. It is therefore critical to take preventive action now, as well as ensure that integrated health services include and non-discriminatory sexual and reproductive health counselling.
9. Child marriage and early and unplanned pregnancies restrict opportunities and limit capabilities of many adolescent girls, where the adolescent birth rate reached 43 percent in 2019 with a childbearing rate of 5.9 percent based on the latest PMICS (2020).
10. Palestinian women suffer multiple overlapping vulnerabilities; they are subject to discrimination and violence, and limited in their choices due to the legal and sociocultural norms. This compromises the full enjoyment of their human rights and their ability to reach their full potential. Preliminary findings of a survey carried out by the Palestinian Central Bureau of Statistics (PCBS) in the second quarter of 2019, reveal that 29 percent of Palestinian women in the oPt, or nearly one in three, has reported psychological, physical, sexual, social or economic violence by their husbands at least once during the preceding 12 months. The prevalence of violence against women by their husbands is significantly higher in the Gaza Strip (38 percent) compared to West Bank (24 percent).
11. Domestic violence is already on the rise in Palestine. There is already a higher risk of gender-based violence (GBV), namely against women, girls, and boys, for Palestinians in impoverished communities that are chronically exposed to collective violence and economic insecurity- this includes Gaza, refugee camps, or Area C in the West Bank (COVID-19: Gendered Impacts of the

Pandemic in Palestine and Implications for Policy and Programming, 2020). It is important to note that COVID-19 has exacerbated gender inequities and gender-based violence, with increased incidence of violence under lockdowns. Compounded economic impacts of the pandemic have been felt especially by women and girls, who generally earn less, hold less secure jobs, and face greater risk of losing their livelihoods or descending into poverty. Currently, and in light of COVID-19 and subsequent official response and measures, 40 per cent of surveyed Palestinian expect an increase in community violence and 33 per cent expect an increase in domestic violence. The findings clearly demonstrate the increased physical violence complaints the hotlines have been receiving in addition to the psychosocial violence that is systematically highlighted (COVID-19: Gendered Impacts of the Pandemic in Palestine and Implications for Policy and Programming, 2020). In spite of increased global awareness of the need to address GBV in in crisis-affected settings, its prevalence is difficult to determine, in light of the large number of cases that go unreported where national prevalence data from 2019 showed that less than 2% of women facing violence sought assistance. The reasons for this include insufficient availability of, and lack of awareness of, available services, however a major reason for the reluctance to seek support remains the powerful stigma associated with GBV. It is important to note that COVID-19 outbreak has limited the number of resources available for gathering this type of evidence in emergency contexts. In light of these alarming facts, the number of reported violence cases is expected to increase.

3. UNFPA Country Programme

UNFPA has been working with the Government of Palestine since 1987 towards enhancing sexual and reproductive health and rights (SRHR), advancing gender equality, realizing rights and choices for young people, and strengthening the generation and use of population data for development. UNFPA is currently implementing the 6th CP in Palestine.

UNFPA Palestine sixth Country Program, covering the period 2018-2022, was adopted by UNFPA Executive Board in 2017. It includes three strategic thematic outcome areas, namely; Sexual and Reproductive Health, Adolescents and Youth, Gender Equality and Women's Empowerment in addition to a specific outcome on program coordination and assistance. The design of the 6th country program was informed by a thematic evaluation of the gender program, a project evaluation under the reproductive health program, and the country case study on the support to the census conducted by the UNFPA evaluation office. As a result, emergency preparedness, humanitarian response and resilience are mainstreamed across all program outputs. The country program was also developed in close consultation with the Government and civil society, academia and other development actors, including United Nations organizations.

The 6th CP (2018 – 2022) is aligned with the national policy agenda and the 2030 Agenda for Sustainable Development, particular Goals 1, 3, 4, 5, 8, 10, 16 and 17. The programme will also contribute directly to the second United Nations Development Assistance Framework for Palestine (2018 – 2022). The programme aims at improving the health and well-being of women and young people within a complex and multidimensional environment, taking into consideration the unique operating environment and challenges within which it is being implemented. The programme targets the most vulnerable while investing in

reducing vulnerabilities and strengthening communities along with institutional and system resilience in the medium-to-long term. Simultaneously, it focuses on emergency preparedness and response to the protracted – and at times acute – crises that affect vulnerable communities in specific areas in Gaza, the West Bank and East Jerusalem.

The UNFPA Palestine CO delivers its country programme through the following modes of engagement: [(i) advocacy and policy dialogue, (ii) capacity development, (iii) knowledge management, (iv) partnerships and coordination, and (v) service delivery].

The **overall goal** of the UNFPA Palestine 6th CP (2018 – 2022) is **universal access to sexual and reproductive health and reproductive rights and reduced maternal mortality** (by improving the health and well-being of women and young people within a complex and multidimensional environment), as articulated in the UNFPA Strategic Plan 2018-2021. The CP contributes to the following **outcomes** of the UNFPA Strategic Plan 2018-2021:

- **Outcome 1.** *Every woman, adolescent and youth everywhere, especially those furthest behind, has utilized integrated sexual and reproductive health services and exercised reproductive rights, free of coercion, discrimination and violence.*
- **Outcome 2.** *Every adolescent and youth, in particular adolescent girls, is empowered to have access to sexual and reproductive health and reproductive rights, in all contexts.*
- **Outcome 3.** *Gender equality, the empowerment of all women and girls, and reproductive rights are advanced in development and humanitarian settings.*

The UNFPA Palestine 6th CP (2018 – 2022) has 3 thematic areas of programming with distinct **outputs** that are structured according to the 3 outcomes in the Strategic Plan 2018-2021 to which they contribute.

Outcome 1: Sexual and reproductive health

Output 1: Strengthened resilience of national institutions and civil society organizations to sustain coverage of high-quality sexual and reproductive health services, including for adolescents and youth, and in humanitarian settings. This will be achieved by: (a) advocating for the inclusion of family planning commodities into the national budget to ensure sustainability; (b) supporting the capacity of national partners to provide sexual and reproductive health services and information to vulnerable communities; (c) expanding the youth-friendly health centre model in strategic locations, in line with national standards and global evidence; (d) improving management of obstetric complications by adopting and monitoring the use of obstetric protocols; (e) increasing the number of midwives and strengthen their role in sexual and reproductive health care provision, particularly in family planning; (f) developing the capacity of national providers on prevention, early detection and treatment of sexual and reproductive health-related morbidities, including breast cancer, sexually transmitted infections and HIV; (g) enhancing resilience of the health care system and its capacity for emergency preparedness and response, through institutionalization of the Minimum Initial Service Package; (h) strengthening the use of census data and socio-demographic analysis addressing population dynamics and investment in sexual and reproductive health; and (i) strengthening civil registration and vital statistics to improve availability of routine data to monitor implementation of the International Conference on Population and Development and the Sustainable Development Goals.

Outcome 2: Adolescents and youth

Output 1: Enhanced capacity of the national Government and civil society organizations to design and implement programmes on reproductive health, empowerment and civic engagement for adolescents and youth, with special focus on the most vulnerable. This will be achieved by: (a) advocating for the operationalization of the national youth strategy; (b) supporting youth-led networks and organizations to create demand for sexual and

reproductive health services, life skills, and civic engagement programmes for vulnerable adolescents and youth, particularly for adolescent girls at risk of child marriage ; (c) advocating for effective participation of youth in conflicts and disaster risk management, to become agents of positive change based on Security Council resolution 2250; (d) promoting evidence-based advocacy and policy advice on population dynamics and its linkages with youth empowerment, addressing the demographic dividend and building on the generated evidence towards Palestine 2030.

Outcome 3: Gender equality and women’s empowerment

Output 1: Strengthened capacity of health and social protection actors to promote gender equality, reproductive rights and to effectively address gender-based violence, including in humanitarian settings. This will be achieved by: (a) supporting national partners capacity to improve availability, accessibility, acceptability and the quality of multisectoral gender-based violence services, including health, psycho-social and legal counselling at national and district levels; (b) strengthening case management systems; (c) promoting civil society engagement to improve monitoring and reporting of sexual and reproductive health and gender-based violence violations; (d) enhancing the engagement of men and boys and community leaders in promoting reproductive rights and sexual and reproductive health and gender equality; (e) strengthening coordination of the gender-based violence sub-cluster to better combat gender-based violence in humanitarian and development setting; and (f) supporting evidence generation to inform gender-based violence programming, undertaking a gender-based violence survey.

In addition, the UNFPA Palestine CO takes part in activities of the UNCT under the leadership of the United Nations Resident Coordinator, with the objective to ensure inter-agency coordination and efficient delivery of tangible results in support of the national development agenda and the SDGs.

The **theory of change** that describes how and why the set of activities planned under the CP are expected to contribute to a sequence of results that culminates in the strategic goal of UNFPA is presented in Annex A. The theory of change will be an essential building block of the evaluation methodology.

The UNFPA Palestine 6th CP (2018 – 2022) is based on the following results framework presented below:

State of Palestine UNFPA 6th Country Programme (2018-2022) Results Framework

Goal: Achieved universal access to sexual and reproductive health, realized reproductive rights, and reduced maternal mortality to accelerate progress on the ICPD agenda, to improve the lives of adolescents, youth and women, enabled by population dynamics, human rights, and gender equality

UNFPA Thematic Areas of Programming

I. Sexual and reproductive health

II. Adolescents and youth

III. Gender equality and women's empowerment

UNFPA Strategic Plan Outcomes

Outcome 1: Sexual and reproductive health
Outcome indicator(s): • Percentage of unmet need for family planning
Baseline: 10.9%; Target: 8%

Outcome 2: Adolescents and youth
Outcome indicator(s): National youth strategy incorporates sexual and reproductive health programmes and services
Baseline: No; Target: Yes

Outcome 3: Gender equality and women's empowerment
Outcome indicator(s): • Proportion of ever-married or partnered women aged 15-49 who experienced physical or sexual violence from a male intimate partner in the past 12 months.
Baseline: 37%; Target: 30%
• Number of updates of the gender equality national action plans that integrate reproductive rights with specific targets and national public budget allocations
Baseline: 0; Target: 2

UNFPA State of Palestine 6th CP Outputs

Output 1: Strengthened resilience of national institutions and civil society organizations to sustain coverage of high-quality sexual and reproductive health services, including for adolescents and youth, and in humanitarian settings

Output 2: Enhanced capacity of the national Government and civil society organizations to design and implement programmes on reproductive health, empowerment and civic engagement for adolescents and youth, with special focus on the most vulnerable

Output 3: Strengthened capacity of health and social protection actors to promote gender equality, reproductive rights and to effectively address gender-based violence, including in humanitarian settings

UNFPA State of Palestine 6th CP Intervention Areas

Access to essential primary health care services to the most vulnerable in areas of the WB

- People living in remote areas of the West Bank were provided with access to essential primary health care services through mobile clinics. The services integrate

Adolescent and Youth Health

- An advocacy brief on adolescents and COVID-19 has been published.
- An Adolescent health unit was established at the Ministry of Health.

Gender and Women's Empowerment

- Women, girls, men and other vulnerable children and adolescents (orphans, juveniles) received GBV services and case management through the "safe spaces" across Palestine.

gender-based violence response and youth friendly services in addition to sexual and reproductive health services.

Procurement of essential SRH supplies

- Essential SRH supplies including medical equipment, drugs, disposables, and personal protective equipment were procured for a number of health facilities.

Capacity development of health care providers in essential SRH services

- Health care providers received training on essential sexual and reproductive health services including family planning, preconception care and infection prevention and control for SRH service centres.

Development of national protocols

- Essential national protocols were developed: SRH-COVID-19 assessment and SRH emergency plan

Continued activities and services of the YFHS both in universities and in other new mobile clinics throughout the WB

- In addition to the first YFHS model in Doura, Hebron; the YFHS centers continued its activities in three universities, and new four mobile clinics in the West Bank (Hebron, Jenin, Salfit and Sinjel).

- A three-year strategic framework on adolescents & youth SRHR was developed and endorsed by the Ministry of Health and the Palestine Adolescent Health Coalition.
- Youth friendly health services strengthened through 4 mobile clinics in the West Bank. The model has also been adopted by 4 universities.
- Mustashari ("My counsellor") the first mobile app on sexual and reproductive health dedicated for adolescents and youth was developed and launched.
- A pool of young researchers on sexual and reproductive health and rights in Palestine has been established.

Young People's Leadership and Participation

- National Volunteer Service programme signed with Prime Minister's office in partnership with UNICEF, UNDP under the umbrella of Generation Unlimited.
- A number of knowledge products have been published and disseminated including the situation of Youth in East Jerusalem, youth and COVID-19.

Comprehensive Sexuality Education (CSE)

- Adolescent health teacher's manual developed.
- School girls and boys were reached through the virtual character "Majd" - the Brave Student. Majd is a 12-year-old adolescent boy/girl, representing a 'typical' adolescent Palestinian (40.7%) of the Palestinian society. The Majd character was incorporated in schools' manual and was also broadcasted on Palestine TV, as a means of helping adolescents' access information useful to navigating this time in their lives.
- Y-Peer volunteers were mobilized for COVID-19 outreach and awareness.

Coordination

- UNFPA coordinated joint UN interventions and advocacy with and for young Palestinians within the UN Theme group on Young people

- Vulnerable women benefitted from cash and voucher assistance to alleviate financial pressure and prevent GBV.
- New GBV family counselling rooms in Primary health care centres established and equipped.
- Women GBV survivors received vocational training and small grants to enable them to start their own business and generate income.
- School teachers from 3 directorates in the West Bank Received training on GBV prevention, detection and referral inside schools.
- GBV service providers were supported to put in place contingency plans for emergency preparedness.
- Male perpetrators were provided with individual and couple Counselling services.
- GBV sub cluster, under UNFPA's leadership, grew to a total of 118 members - with around 15% increase in membership in 2020 ensuring coordination of GBV prevention and response, including in the context of COVID-19, as well as maximum coverage of GBV services across Palestine.

GBV COVID-19 Response (2020 interventions)

- 5,800 women including women with disabilities, girls and children in quarantine (home and/or quarantine centres) received protection, prevention and mitigation services.
- 210 frontline service providers were trained on prevention and treatment of GBV cases in quarantine centres.
- 5,000 dignity kits distributed.
- More than 10,000 women and girls including women with disabilities who are in need were provided with essential hygiene and protection products.
- UNFPA supported a major shift to online counselling service provision for GBV survivors through capacity development for 70 service providers from NGOs, Ministry of Health and Ministry of Social Development on remote service provision.
- Around 2,500 women and girls received support through the helpline and other awareness raising sessions.
- An online repository of Gender/GBV resources for COVID-19 response was established and key GBV messages were circulated.

- 2 shelters were equipped with quarantine facilities in order to be able to receive new cases during the COVID-19 pandemic
- A Policy note on sheltering services developed in partnership with UN Women.

4. Objectives and Scope of the Evaluation

4.1. Purpose

The CPE will serve the following three main purposes outlined in the 2019 UNFPA Evaluation Policy: (i) demonstrate accountability to stakeholders on performance in achieving development results and on invested resources; (ii) support evidence-based decision-making; and (iii) contribute key lessons learned to the existing knowledge based on how to accelerate the implementation of the Programme of Action of the 1994 ICPD.

4.2. Objectives

The **purpose** of this CPE is:

- i. To provide the UNFPA CO in Palestine, national stakeholders, the UNFPA ASRO, UNFPA Headquarters as well as a wider audience with an independent assessment of the UNFPA State of Palestine **UNFPA 6th Country Programme (2018-2022)** .
- ii. To broaden the evidence base for the design of the next programme cycle.

The **objectives** of this CPE are:

- i. Provide an independent assessment of the relevance, effectiveness, efficiency and sustainability of UNFPA support and progress towards the expected outputs and outcomes set forth in the results framework of the country programme.
- ii. Provide an assessment of the role played by the UNFPA country office in the coordination mechanisms of the UNCT with a view to enhancing the United Nations collective contribution to national development results.
- iii. Draw key lessons from past and current cooperation and provide a set of clear and forward-looking options leading to strategic and actionable recommendations for the next programme cycle.

4.3. Scope

Geographical Scope

The evaluation will cover West Bank, Gaza and East Jerusalem where UNFPA implemented interventions.

Thematic Scope

The evaluation will cover all/the following thematic areas of the 6th CP: Sexual and Reproductive Health, Adolescents and youth and Gender equality and women's empowerment. In addition, the evaluation will cover cross-cutting issues such as population and development, human rights and gender equality, disability and transversal aspects of coordination; monitoring and evaluation (M&E); innovation; and strategic partnerships.

Temporal Scope The evaluation will cover interventions planned and/or implemented within the time period of the current CP: 2018 – 2022.

5. Evaluation Criteria and Preliminary Evaluation Questions

5.1 Evaluation Criteria

In accordance with the methodology for CPEs outlined in the UNFPA Evaluation Handbook (see section 3.2, pp. 51-61), the evaluation will examine the following four OECD/DAC evaluation criteria: relevance, effectiveness, efficiency and sustainability. It will also use the evaluation criterion of coordination to assess cooperation and partnerships of UNFPA within the UNCT and whether UNFPA interventions promote synergy and avoid gaps and duplication. As the UNFPA country office has been operating in humanitarian settings, the evaluation will also use the humanitarian-specific evaluation criteria of coverage and connectedness to investigate to what extent UNFPA has been able to reach affected populations with life-saving services and work across the humanitarian-peace-development nexus and contribute to building resilience.

Relevance	The extent to which the objectives of the UNFPA country programme correspond to population needs at country level (in particular, those of vulnerable groups), and were aligned throughout the programme period with government priorities and with strategies of UNFPA.
Effectiveness	The extent to which country programme outputs have been achieved and the extent to which these outputs have contributed to the achievement of the country programme outcomes.
Efficiency	The extent to which country programme outputs and outcomes have been achieved with the appropriate amount of resources (funds, expertise, time, administrative costs, etc.).
Sustainability	The continuation of benefits from a UNFPA-financed intervention after its termination, linked, in particular, to their continued resilience to risks.
Coordination	The extent to which UNFPA has been an active member of, and contributor to existing coordination mechanisms of the UNCT
Coverage	The extent to which major population groups facing life-threatening suffering were reached by humanitarian action.
Connectedness	The extent to which activities of a short-term emergency nature are carried out in a context that takes longer-term and interconnected problems into account.

5.2. Preliminary Evaluation Questions

The country programme evaluation is expected to provide answers to a number of evaluation questions which are derived from the above criteria. The evaluation questions will delineate the thematic scope of the CPE and are meant to formulate key areas of inquiry that are of interest to various stakeholders, thereby optimizing the focus and utility of the CPE. *It is important to state here that the Evaluation Questions have been adapted to ensure that the Evaluation Exercise can adequately provide useful information for the development of a new Country Program Document (CPD) by ensuring they adequately reflect the new Covid-19 environment, which so far has been protracted in many countries.*

The evaluation questions presented below are indicative and the evaluators are expected to develop a final set of evaluation questions based on these preliminary questions, in consultation with the Evaluation Manager at the UNFPA Palestine CO and the Evaluation Reference Group (ERG). *These changes must also be cleared with the Regional M&E Advisor to ensure the final questions are in line with UNFPA corporate guidance, especially as it relates to adaptation for the current context.*

Relevance

1. To what extent has the country office been able to adapt to: i) the needs of diverse populations, including the needs of marginalized and vulnerable groups *including people with disability*; ii) national development strategies and policies; iii) the strategic direction and objectives of UNFPA; and iv) priorities articulated in international frameworks and agreements, in particular the ICPD Programme of Action and SDGs, v) the New Way of Working and the Grand Bargain.
2. To what extent has the country office been able to respond to changes in national needs and priorities, including those of vulnerable or marginalized communities, or to shifts caused by crisis or major political changes such as the surge of COVID-19 pandemic and the recent escalation in Gaza? What was the quality of the response?

Effectiveness

3. *To what extent were the UNFPA country programme intended results achieved, taking into account potential changes made to the initial results framework due to the COVID-19 crisis? In particular:*
 - i) Ensured continuity of sexual and reproductive health services and interventions and addressing GBV and harmful practices as part of the COVID-19 crisis response and recovery efforts?
 - ii) empowerment of adolescents and youth to access sexual and reproductive health services;
 - iii) promote gender equality and to effectively address gender-based violence; and
 - iv) increased use of population data in the development of evidence-based national development plans, policies and programmes?]
4. To what extent has UNFPA successfully integrated gender and human rights perspectives in the design, implementation and monitoring of the country programme?

Efficiency

5. To what extent has UNFPA made good use of its human, financial and administrative resources, and used a set of appropriate policies, procedures and tools to pursue the achievement of the outcomes defined in the county programme *including* how these have fostered or, on the contrary, impeded the adaptation of the country programme response to changes triggered by the COVID-19 crisis?

Sustainability

6. To what extent has UNFPA been able to support implementing partners and beneficiaries (women, adolescents, and youth) in developing capacities and establishing mechanisms to ensure the durability of effects *including results occasioned by the Covid-19 response?*

Coordination

7. To what extent has the UNFPA Country Office contributed to the functioning and consolidation of UNCT coordination mechanisms?

Coverage

8. To what extent have UNFPA humanitarian interventions systematically reached all vulnerable groups and the geographic areas in which affected populations (women and adolescents and youth) reside?

Connectedness

9. To what extent has UNFPA humanitarian response supported and planned for longer-term development goals articulated in the results framework of the country programme?
10. To what extent has UNFPA contributed to developing the capacity of local and national actors (government line ministries, youth and women’s organizations, health facilities, communities etc.) to better prepare for, respond to and recover from humanitarian crisis?

The final evaluation questions and the evaluation matrix will be presented in the design report

6. Methodology and Approach

6.1 Evaluation Approach

Theory-based approach

The CPE will adopt a theory-based approach that relies on an explicit theory of change, which depicts how the interventions supported by the UNFPA CO in State of Palestine are expected to contribute to a series of results (outputs and outcomes) that lead to the overall goal of UNFPA. The theory of change also identifies the causal mechanisms, risks and contextual factors that support or hinder the achievement of desired changes. A theory-based approach is fundamental for generating insights about what works, what does not and why, as it focuses on the analysis of causal links (assumptions) between changes at different levels of the results chain described by the theory of change, and explores how these assumptions and contextual factors affected the achievement of intended results.

The theory of change will play a central role throughout the evaluation process, from the design and data collection to the analysis and identification of findings, as well as the articulation of conclusions and recommendations. The evaluation team will be required to verify the theory of change underpinning the UNFPA State of Palestine 6th CP (2018-2022) (see Annex A) and use this theory of change to determine whether changes at output and outcome levels occurred (or not) and whether assumptions about change hold true *especially with all the changes necessitated by the Covid-19 Pandemic*. The analysis of the theory of change will serve as the basis for the evaluators to assess how relevant, effective, efficient and sustainable the support provided by the UNFPA State of Palestine was during the period of the 6th CP and *how the new CPD could be developed reflecting the realities of the current pandemic context*.

As part of the theory-based approach, the evaluators shall use a contribution analysis to explore whether evidence to support key assumptions exists, examine if evidence on observed results confirms the chain of expected results in the theory of change, and seek out evidence on the influence that other factors may have had in achieving desired results. This will enable the evaluation team to make a reasonable case about the difference that the UNFPA State of Palestine 6th CP (2018-2022) made.

Participatory approach

The CPE will be based on an inclusive, transparent and participatory approach, involving a broad range of partners and stakeholders at national and sub-national levels. The UNFPA State of Palestine CO has developed a stakeholders’ map (Annex B) to identify stakeholders who have been involved in the preparation and implementation of the CP, and those partners who do not work directly with UNFPA and yet play a key role in a relevant outcome or thematic area in the national context. These stakeholders include; representatives from government, civil society organizations, implementing partners, the private

sector, academia, other United Nations organizations, donors and, most importantly, beneficiaries (women and adolescents and youth). They can provide insights and information, as well as referrals to data sources that the evaluators should use to assess the contribution of UNFPA support to changes in each thematic area of programming of the CP. Particular attention will be paid to ensuring participation of women, adolescent girls and young people, especially those from vulnerable and marginalized communities.

The Evaluation Manager in the UNFPA State of Palestine CO has established an ERG comprised of key stakeholders of the CP including: national governmental and non-governmental counterparts. And UNFPA ASRO M&E Adviser, the gender program officer, youth program officer and the RH program officer, and the assistant representative. The ERG will provide inputs at different stages in the evaluation process.

Mixed-method approach

The evaluation will primarily use qualitative methods for data collection. *The data collection approaches will include document review, interviews, group discussions and observations using a combination of tools and approaches that are in harmony with current contexts, government restrictions to travel, and the need for social distancing occasioned by the ongoing Covid-19 Pandemic. Alternative approaches including the use of remote data collection tools through electronic means, and the use of telecommunication and video-conferencing facilities like Zoom Video, Microsoft teams, Google as appropriate for interviews and FGDs will be deliberately explored. Field visits and field observations may only be conducted when reasonably feasible and are in line with national/local guidance on measures to mitigate the ovid-19 pandemic.* The qualitative data will be complemented with quantitative data to minimize bias. Quantitative data will be compiled through desk review of documents, websites and online databases to obtain relevant financial data and data on key indicators that measure change at output and outcome levels.

These complementary approaches described above will be used to ensure that the evaluation: (i) responds to the information needs of users and the intended use of the evaluation results; (ii) upholds gender and human rights principles throughout the evaluation process, including, to the extent possible, participation and consultation of key stakeholders (rights holders and duty-bearers); and (iii) provides credible information about the benefits for recipients and beneficiaries (women and adolescents and youth) of UNFPA support through triangulation of collected data.

6.2 Methodology

The evaluation team shall develop the evaluation methodology in line with the evaluation approach and guidance provided in the UNFPA Evaluation Handbook, *and other related UNFPA guidance on conducting Evaluation in the Covid-19 Era.* The handbook, *and the accompanying guidance documents* will help the evaluators develop a methodology that meets good quality standards for evaluation at UNFPA and the professional evaluation standards of UNEG. It is expected that, once contracted by the UNFPA State of Palestine CO, the evaluators acquire a solid knowledge of the handbook.

The CPE will be conducted in accordance with the UNEG *Norms and Standards for Evaluation*², *Ethical Guidelines for Evaluation*³, *Code of Conduct for Evaluation in the UN System*⁴, and *Guidance on*

² <http://www.unevaluation.org/document/detail/1914>

³ <http://www.unevaluation.org/document/detail/102>

⁴ <http://www.unevaluation.org/document/detail/100>

*Integrating Human Rights and Gender Equality in Evaluations*⁵. When contracted by the UNFPA CO the State of Palestine, evaluators will be requested to sign the *UNEG Code of Conduct* prior to starting their work.

The methodology that the evaluation team will develop builds the foundation for providing valid and evidence-based answers to the evaluation questions and for offering a robust and credible assessment of UNFPA support in State of Palestine. The methodological design of the evaluation shall include in particular: (i) a theory of change; (ii) a strategy for collecting and analyzing data; (iii) specifically designed tools for data collection and analysis; (iv) an evaluation matrix; and (v) a detailed work plan.

The evaluation team is strongly encouraged to refer to the Handbook at all times and use the provided tools and templates at all stages of the evaluation process.

The evaluation matrix

The evaluation matrix is centerpiece to the methodological design of the evaluation (see Handbook, section 1.3.1, pp. 30-31 and Tool 1: The Evaluation Matrix, pp. 138-160 and the evaluation matrix template in Annex C). It contains the core elements of the evaluation: (i) what will be evaluated (evaluation questions for all evaluation criteria and key assumptions to be examined as part of the evaluation questions), and (ii) how it will be evaluated (data collection methods, sources of information and analysis methods for each evaluation question and associated key assumptions). By linking each evaluation question (and associated assumptions) with the specific data sources and data collection methods required to answer the question, the evaluation matrix plays a crucial role before, during and after data collection.

In the design phase, the matrix helps evaluators to develop a detailed agenda for data collection and analysis and to prepare the structure of interviews, group discussions and direct observation at sites visited. During the field phase, the evaluation matrix serves as a reference document to ensure that data is systematically collected for all evaluation questions and that data is documented in a structured and organized way. At the end of the field phase, the matrix is useful to verify whether sufficient evidence has been collected to answer all evaluation questions and identify data gaps that require additional data collection. In the reporting phase, the evaluation matrix facilitates the drafting of findings per evaluation question and the identification and articulation of conclusions and recommendations that cut across different evaluation questions.

As the evaluation matrix plays a crucial role at all stages of the evaluation process, it will require particular attention from both the evaluation team and the Evaluation Manager. The evaluation matrix will be drafted in the design phase and must be included in the design report. The evaluation matrix will also be included in the annexes to the final evaluation report, to enable users to access the supporting evidence for the answers to the evaluation questions.

Finalization of the evaluation questions and assumptions

Based on the preliminary evaluation questions presented in the present terms of reference (see section 5.2), the evaluators are required to finalize the set of questions that will guide the evaluation. The final set of evaluation questions will need to clearly reflect the evaluation criteria and key areas of inquiry (highlighted in the preliminary evaluation questions). The evaluation questions should also draw from the theory of

⁵ <http://www.unevaluation.org/document/detail/980>

change underlying the CP. The final evaluation questions will structure the evaluation matrix (see Annex C) and shall be presented in the design report.

The evaluation questions must be complemented by a set of critical assumptions that capture key aspects of how and why change is expected to occur based on the theory of change of the CP. This will allow evaluators to assess whether the preconditions for contribution to results at output and, in particular, outcome levels are met. The data collection for each of the evaluation questions and assumptions will be guided by clearly formulated quantitative and qualitative indicators, which need to be specified in the evaluation matrix.

Sampling strategy

The UNFPA State of Palestine CO will provide an initial overview of the interventions supported by UNFPA, the locations where these interventions have taken place, and the stakeholders involved in these interventions. As part of this process, the UNFPA State of Palestine CO has produced a stakeholder mapping to identify the whole range of stakeholders that are directly or indirectly involved in the implementation, or affected by the implementation of the CP (see Annex B)

Based on information gathered through desk review and discussions with the CO staff, the evaluators will refine the initial stakeholders map and develop a comprehensive stakeholders' map. From this stakeholders' map, the evaluation team will select a sample of stakeholders at national and sub-national levels who will be consulted through interviews and/or group discussions during the data collection phase. These stakeholders must be selected through clearly defined criteria and the sampling approach outlined in the design report (for guidance on how to select a sample of stakeholders see Handbook, pp. 62-63). In the design report, the evaluators should also make explicit what groups of stakeholders were not included and why. The evaluators should aim to select a sample of stakeholders that is as representative as possible, recognizing that it will not be possible to obtain a statistically representative sample.

The evaluation team shall also select a sample of sites that will be visited for data collection, and provide the rationale for the selection of the sites in the design report. The UNFPA State of Palestine CO will provide the evaluators with information on the accessibility of different locations, including logistical requirements and security risks and concerns. The sample of sites selected for visits should reflect the variety of interventions supported by UNFPA in terms of thematic focus of programming and context.

The final sample of stakeholders to be consulted and sites to be visited will be determined in consultation with the Evaluation Manager based on the review of the design report.

Data collection

The evaluation will consider primary and secondary sources of information. For detailed guidance on the different data collection methods typically employed in CPEs, see Handbook, section 3.4.2, pp. 65-73.

Primary data will be collected through semi-structured interviews with key informants at national and sub-national levels (government officials, representatives of implementing partners, civil society organizations, other United Nations organizations, donors, and other stakeholders), as well as group discussions with service providers and beneficiaries (women and adolescents and youth) and direct observation during visits to programme sites.

Secondary data will be collected through desk review, primarily focusing on annual and mid-year reviews of the CP, progress reports and monitoring data, evaluations and research studies (incl. previous CPEs, assessments of the CP, evaluations by the UNFPA Evaluation Office, research by international NGOs and other United Nations organizations etc.), housing census and population data, and records and data repositories of the UNFPA State of Palestine CO and its implementing partners, such as health clinics/centres. Particular attention will be paid to compiling data on key performance indicators of the UNFPA State of Palestine CO during the period of the 6th CP (2018-2022).

The evaluation team will ensure that data collected is disaggregated by sex, age, location and other relevant dimensions (e.g., disability status) to the extent possible.

The evaluation team is expected to dedicate a total of [3] weeks for data collection in the field. The data collection tools that the evaluation team will develop, which may include protocols for semi-structured interviews and group discussions, a checklist for direct observation at sites visited or a protocol for document review, shall be presented in the design report.

Data analysis

The evaluation matrix will be the major framework for analyzing data. Once all data will have been entered into the evaluation matrix for each evaluation question, the evaluators should identify common themes, patterns and relationships in the data, as well as areas that should be further explored to answer the evaluation questions (see Handbook, sections 5.1 and 5.2, pp. 115-117).

Validation mechanisms

All findings of the evaluation need to be firmly grounded in evidence. The evaluation team will use a variety of mechanisms to ensure the validity of collected data, including (for more detailed guidance see Handbook, section 3.4.3, pp. 74-77):

- Systematic triangulation of data sources and data collection methods (see Handbook, section 4.2., pp. 94-95);
- Regular exchange with the Evaluation Manager at the CO;
- Internal evaluation team meetings to share and discuss hypotheses, preliminary findings and conclusions and their supporting evidence (an important internal validation mechanism will take place when the evaluation team gets together to prepare the debriefing with the CO and the ERG); and
- The debriefing meeting with the CO and the ERG at the end of the field phase where the evaluation team present the preliminary findings and emerging conclusions.

Additional validation mechanisms may be established, as appropriate. Data validation is a continuous process throughout the different evaluation phases. The evaluators should check the validity of data and verify the robustness of findings at each stage in the evaluation, so they can determine whether they should further pursue specific hypotheses or disregard them when there are indications that these are weak (contradictory findings or lack of evidence).

The validation mechanisms will be presented in the design report.

7. Evaluation Process

The CPE process can be broken down into five different phases that include different stages and lead to different deliverables: preparatory phase; design phase; field phase; reporting phase; and facilitation of use and dissemination phase. Quality assurance must be performed by the Evaluation Manager and the evaluation team leader throughout all phases to ensure the production of a credible, useful and timely evaluation.

7.1. Preparatory Phase (*Handbook, pp.35-40*)

The Evaluation Manager at the UNFPA Palestine CO will lead the preparatory phase of the CPE, which includes:

- Establishment of the ERG.
- Drafting the terms of reference (ToR) for the CPE with support from the ASRO M&E Adviser and in consultation with the ERG, and approval of the draft ToR by the Evaluation Office.
- Selection of consultants by the CO, pre-qualification of the consultants selected by the Evaluation Office, and recruitment of the consultants by the CO to constitute the evaluation team.
- Compilation of background information and documents on the country context and CP for desk review by the evaluation team.
- Preparation of a first stakeholders map (Annex B) and list of Atlas projects (Annex D).
- Development of a communication plan by the Evaluation Manager in consultation with the communications officer at the UNFPA Palestine CO to support dissemination and facilitate the use of evaluation results. This plan should be updated as the evaluation process evolves, so it is ready for immediate implementation when the final evaluation report is issued.

7.2. Design Phase (*Handbook, pp.43-83*)

The evaluation team will conduct the design phase in consultation with the Evaluation Manager and the ERG. This phase includes:

- Desk review of initial background information and documents on the country context and CP, as well as other relevant documentation.
- Formulation of a final set of evaluation questions based on the preliminary evaluation questions provided in the ToR.
- Development of a comprehensive stakeholders' map and sampling strategy to select sites to be visited and stakeholders to be consulted in Palestine through interviews and group discussions.
- Development of a data collection and analysis strategy, as well as a concrete work plan for the field and reporting phases (see Handbook, section 3.5.3, p. 80).
- Development of data collection methods and tools, assessment of limitations to data collection and development of mitigation measures.
- Development of the evaluation matrix (evaluation criteria, evaluation questions, assumptions, indicators, data collection methods and sources of information).

At the end of the design phase, the evaluation team will develop a **design report** that includes the results of the above-listed steps and tasks. The design report will be developed in consultation with the Evaluation

Manager, the ERG and the ASRO M&E Adviser. The template for the design report is provided in Annex E.

7.3. Field Phase (*Handbook, pp. 87 -111*)

The evaluation team will undertake a field mission to Palestine to collect the data required to answer the evaluation questions. Towards the end of the field phase, the evaluation team will also conduct a preliminary analysis of the data to identify emerging findings and conclusions to be validated with the CO and the ERG. The field phase should allow the evaluators sufficient time to collect valid and reliable data to cover the thematic scope of the CPE. A period of three weeks is recommended, however, the Evaluation Manager will determine the optimal duration of the field mission in consultation with the evaluation team during the design phase. The field phase includes:

- Meeting with the UNFPA Palestine CO staff to launch the data collection.
- Meeting of evaluation team members with relevant programme officers at the UNFPA Palestine CO.
- Data collection at national and sub-national levels.

At the end of the field phase, the evaluation team will hold a **debriefing meeting with the CO and the ERG** to present the preliminary findings and emerging conclusions from the data collection. The meeting will serve as an important validation mechanism and will enable the evaluation team to develop credible and relevant findings, conclusions and recommendations.

7.4. Reporting Phase (*Handbook, pp.115 -121*)

In the reporting phase, the evaluation team will continue the analytical work (initiated during the field phase) and prepare a **draft evaluation report**, taking into account the comments and feedback provided by the CO and the ERG at the debriefing meeting at the end of the field phase.

This draft evaluation report will be submitted to the Evaluation Manager for quality assurance purposes. Prior to the submission of the draft report, the evaluation team must ensure that it underwent an internal quality control against the criteria outlined in the Evaluation Quality Assessment (EQA) grid (Annex F). The Evaluation Manager and the ASRO M&E Adviser will subsequently prepare an EQA of the draft evaluation report, using the EQA grid. If the quality of the report is satisfactory (form and substance), the draft report will be circulated to the ERG for comments and feedback. In the event that the quality of the draft report is unsatisfactory, the evaluation team will be required to revise the report and produce a new version.

The Evaluation Manager will collect and consolidate the written comments and feedback provided by the members of the ERG. On the basis of the comments, the evaluation team should make appropriate amendments, prepare the **final evaluation report** and submit it to the Evaluation Manager. The final report should clearly account for the strength of evidence on which findings rest to support the reliability and validity of the evaluation. Conclusions and recommendations need to clearly build on the findings of the evaluation. Conclusions need to clearly reference the specific evaluation questions from which they have been derived, while recommendations need to reference the conclusions from which they stem.

The evaluation report is considered final once it is formally approved by the Evaluation Manager at the UNFPA Palestine CO.

7.5. Facilitation of Use and Dissemination Phase (*Handbook, pp.131 -133*)

In the facilitation of use and dissemination phase, the evaluation team will develop a **PowerPoint presentation for the dissemination of the evaluation results** that conveys the findings, conclusions and recommendations of the evaluation in an easily understandable and user-friendly way.

The Evaluation Manager, together with the CO communications officer, will implement the communication plan to share the evaluation results with the CO, ASRO, ERG, implementing partners and other stakeholders. The Evaluation Manager will also ensure that the final evaluation report is circulated to relevant business units in the CO, invite them to submit a management response, and consolidate all responses in a final management response document (see Annex G). The UNFPA Palestine CO will subsequently submit the management response to the UNFPA Policy and Strategy Division in HQ.

It is also highly recommended that the Evaluation Manager, in collaboration with the communications officer at the UNFPA Palestine CO, develop an evaluation brief that makes the results of the CPE more accessible to a larger audience (see sections 8 and 10 below).

The final evaluation report, along with the management response and the independent EQA of the final report will be published on the UNFPA evaluation database by the Evaluation Office. The final evaluation report will also be made available to the UNFPA Executive Board and will be published on the UNFPA Palestine CO website.

8. Expected Deliverables

The evaluation team is expected to produce the following deliverables:

- **Design report.** The design report should translate the requirements of the ToR into a practical and feasible evaluation approach, methodology and work plan. It should include (at a minimum): (i) a stakeholders map; (ii) an evaluation matrix (incl. the final set of evaluation questions, indicators, data sources and data collection methods); (iii) the evaluation approach and methodology, with a detailed description of the agenda for the field phase; (iv) and data collection tools and techniques (incl. interview and group discussion protocols). For guidance on the outline of the design report, see Annex E.
- **PowerPoint presentation of the design report.** The presentation will be delivered at an ERG meeting to present the contents of the design report and the agenda for the field phase. Based on the comments and feedback of the ERG, the Evaluation Manager and the Regional M&E Adviser, the evaluation team will develop the final version of the design report.
- **PowerPoint presentation for debriefing meeting with the CO and ERG.** The presentation provides an overview of key preliminary findings and emerging conclusions of the evaluation. It will be delivered at the end of the field phase to present and discuss the preliminary evaluation results with UNFPA Palestine CO staff (incl. senior management) and the members of the ERG.
- **Draft and final evaluation reports.** The final evaluation report (*maximum 70 pages plus annexes*) will include evidence-based findings and conclusions, as well as a full set of practical and actionable recommendations to inform the next programme cycle. A draft report precedes the final evaluation report and provide the basis for the review of the CO, ERG members, the Evaluation Manager and the Regional M&E Adviser. The final evaluation report will address the comments

and feedback provided by the UNFPA Palestine CO, the ERG, the Evaluation Manager and the ASRO M&E Adviser. For guidance on the outline of the final evaluation report (see Annex H).

- **PowerPoint presentation of the evaluation results.** The presentation will provide an overview of the findings, conclusions and recommendations to be used for dissemination purposes.

Based on these deliverables, the Evaluation Manager, in collaboration with the communications officer at the UNFPA CO in Palestine will develop an:

- **Evaluation brief.** The evaluation brief will be a short and concise document that provides an overview of the key evaluation results in an easily understandable manner, to promote use among decision-makers and other audiences. The structure, content and layout of the evaluation brief should be similar to the briefs that the UNFPA Evaluation produces for centralized (EO) evaluations.

All the deliverables will be developed in **English** language.

9. Quality Assurance and Assessment

The UNFPA Evaluation Quality Assurance and Assessment (EQAA) system aims to monitor the quality of centralized and decentralized evaluations at UNFPA through two processes: quality assurance and quality assessment. While quality assurance occurs throughout the evaluation process and covers all deliverables, quality assessment takes place following the completion of the evaluation process and is limited to the final evaluation report only.

The EQAA of this CPE will be undertaken in accordance with the guidance and tools that the UNFPA Evaluation Office developed as part of the EQAA system of the evaluation function at UNFPA (see <https://www.unfpa.org/admin-resource/evaluation-quality-assurance-and-assessment-tools-and-guidance>). An essential component of the EQAA system is the EQA grid (see Handbook, pp. 268-276 and Annex F) which defines a set of criteria against which draft and final evaluation reports are assessed to ensure the independence, impartiality, credibility and utility of evaluations. The EQA criteria will be systematically applied to this CPE.

The Evaluation Manager is primarily responsible for quality assurance of the key deliverables of the evaluation. However, the evaluation team leader also plays an important role in undertaking quality assurance. The evaluation team leader must ensure that all members of the evaluation team provide high-quality contributions and that the deliverables submitted to UNFPA comply with the quality assessment criteria outlined in the EQA grid.⁶ The evaluation quality assessment checklist (see below), which is based on the EQA grid, is used as an element of the proposed quality assurance system for the draft and final versions of the evaluation report.

⁶ The evaluators are invited to look at good quality CPE reports that can be found in the UNFPA evaluation database, which is available at: <https://web2.unfpa.org/public/about/oversight/evaluations/>. These reports must be read in conjunction with their EQAs (also available in the database) in order to gain a clear idea of the quality standards that UNFPA expects the evaluation team to meet.

<p>1. Structure and Clarity of the Report</p> <p>To ensure report is user-friendly, comprehensive, logically structured and drafted in accordance with international standards and following the editorial guidelines of the UNFPA Evaluation Office (Annex I).</p>
<p>2. Executive Summary</p> <p>To provide an overview of the evaluation, written as a stand-alone section including key elements of the evaluation, such as objectives, methodology and conclusions and recommendations.</p>
<p>3. Design and Methodology</p> <p>To provide a clear explanation of the methods and tools used, including the rationale for the methodological approach. To ensure constraints and limitations are made explicit (including limitations applying to interpretations and extrapolations; robustness of data sources, etc.)</p>
<p>4. Reliability of Data</p> <p>To ensure sources of data are clearly stated for both primary and secondary data. To provide explanation on the credibility of primary (e.g. interviews and group discussions) and secondary (e.g. reports) data established and limitations made explicit.</p>
<p>5. Findings and Analysis</p> <p>To ensure sound analysis and credible evidence-based findings. To ensure 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.</p>
<p>6. Validity of Conclusions</p> <p>To ensure conclusions are based on credible findings and convey evaluators' unbiased judgment of the intervention. Ensure conclusions are prioritized and clustered and include: summary, origin (which evaluation question(s) the conclusion is based on), and detailed conclusions.</p>
<p>7. Usefulness and Clarity of Recommendations</p> <p>To ensure recommendations flow logically from conclusions, are targeted, realistic and operationally feasible, and are presented in order of priority. 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), and operational implications.</p>
<p>8. SWAP - Gender</p> <p>To ensure the evaluation approach is aligned with SWAP (guidance on the SWAP Evaluation Performance Indicator and its application to evaluation can be found at http://www.unevaluation.org/document/detail/1452 - UNEG guidance on integrating gender and human rights more broadly can be found here: http://www.uneval.org/document/detail/980).</p>

The EQAA process for this CPE will be multi-layered and will involve: (i) the Evaluation Manager at the UNFPA Palestine CO, (ii) the ASRO M&E Adviser, and (iii) the UNFPA Evaluation Office, whose roles and responsibilities with regard to EQAA are described in section 11. Management of the Evaluation in this ToR.

10. Indicative Timeframe and Work Plan

The table below indicates the specific activities and deliverables and their timelines (dates) at all stages of the evaluation. It also indicates where guidance and relevant tools and templates can be found in the UNFPA Evaluation Handbook.

Evaluation Phases and Activities	Deliverables	Dates/Duration	Handbook
<i>Preparatory Phase</i>			
<i>This phase is completed before the commitment to the Evaluation process (by the CO and ASRO)</i>			
<i>Design Phase (10 working days)</i>			
Desk review of initial background information and documents on country context and the CP (incl. bibliography and resources in the ToR)		6-10 September	
Drafting of the design report (incl. articulation of evaluation methodology, finalization of evaluation questions, development of evaluation matrix, methods and tools and indicators, development of comprehensive stakeholders map and sampling strategy, and drafting the agenda for the field phase)	Draft design report	11-15 September	Template 8: The Design Report for CPE, pp. 259-261 Tool 5: The Evaluation Questions Selection Matrix, pp. 168-169 Tool 1: The Evaluation Matrix, pp. 138-160 Template 5: The Evaluation Matrix, pp. 256 Template 15: Work Plan, p. 278

			<p>Tool 10: Guiding Principles to Develop Interview Guides, pp. 185-187</p> <p>Tool 11: Checklist for Sequencing Interviews, p. 188</p> <p>Template 7: Interview Logbook, p. 258</p> <p>Tool 9: Checklist of Issues to be Considered When Drafting the Agenda for Interviews, pp. 183-187</p> <p>Template 6: The CPE Agenda, p. 257</p> <p>Tool 6: The CPE Agenda, pp. 170-176</p>
Presentation of the draft design report to the ERG for comments and feedback	PowerPoint presentation of the design report	<i>16 September</i>	
Review of the draft design report by the Evaluation Manager, ERG and the Regional M&E Adviser	<i>Consolidated feedback provided by Evaluation Manager to evaluation team leader</i>	17-24 September	
Revision of the draft design report and submission to the Regional Evaluation Advisor for approval	Final draft design report	30 September	
Field Phase (21 working days)			
Meeting of the evaluation team with CO staff to launch data collection	<i>Meeting between evaluation team/CO staff</i>	<i>30 September</i>	Tool 7: Field Phase Preparatory Tasks Checklist, pp. 177-183
Individual meetings with relevant programme officers at the CO	<i>Meeting of evaluators/CO programme officers</i>	<i>1 October</i>	

<p>Data collection (incl. interviews with key informants, site visits, direct observation, group discussions, desk review etc.)</p>	<p>Entering data/information into the evaluation matrix</p>	<p>1 – 24 Oct</p>	<p>Tool 12: How to Conduct Interviews: Interview Logbook and Practical Tips, pp. 189-202</p> <p>Tool 13: How to Conduct a Focus Group: Practical Tips, pp. 203-205</p> <p>Template 9: Note of the Results of the Focus Group, p. 262</p>
<p>Debriefing meeting with CO staff and the ERG to present preliminary findings and emerging conclusions from data collection</p>	<p>PowerPoint presentation for debriefing with the CO and the ERG</p>	<p><i>25 October</i></p>	<p>Example of PowerPoint presentation (for a centralized evaluation undertaken by the Evaluation Office): https://www.unfpa.org/sites/default/files/admin-resource/FINAL_MTE_Supplies_PPT_Long_version.pdf</p>
<p>Reporting Phase (18 working days)</p>			
<p>Drafting of the evaluation report and submission to the Evaluation Manager</p>	<p>Draft evaluation report</p>	<p>26 Oct- 12 Nov</p>	<p>Template 10: The Structure of the Final Report, pp. 253-264</p> <p>Template 11: Abstract of the Evaluation Report, p. 265</p> <p>Template 18: Basic Graphs and Tables in Excel, p. 288</p>
<p>Review of the draft evaluation report by the Evaluation Manager, the ERG and the Regional M&E Adviser</p> <p>Development of the EQA of the draft evaluation report by the Evaluation Manager and the Regional M&E Adviser</p>	<p><i>EQA of the draft evaluation report</i></p>	<p>12-22 November</p>	<p>Template 13: Evaluation Quality Assessment Grid and Explanatory Note, pp. 269-276</p> <p>Tool 14: Summary Checklist for a Human Rights and Gender Equality Evaluation Process, pp. 206-207</p>

			Tool 15: United Nations SWAP Individual Evaluation Performance Indicator Scorecard, pp. 208-209
Drafting of the final evaluation report (including annexes) and submission of the final evaluation report to the Evaluation Manager	Final evaluation report (including annexes)	23-28 November	
Preparation of the management response by CO	<i>Management response</i>	1-6 December	Template 12: Management Response, pp. 266-267
Submission of the final evaluation report to the Evaluation Office and the management response to the Policy and Strategy Division		10 December	
Preparation of the independent EQA of the final evaluation report by the Evaluation Office	<i>Final EQA of the evaluation report</i>	20 December	
Dissemination and Facilitation of Use			
Development of the presentation for the dissemination of the evaluation results by evaluation team	PowerPoint presentation of the evaluation results	20 – 21 December	
Development of the evaluation brief by the Evaluation Manager, with support from the communications officer at CO	<i>Evaluation brief</i>	21 – 23 December	Example of evaluation brief (for a centralized evaluation undertaken by the Evaluation Office): https://www.unfpa.org/sites/default/files/admin-resource/UNFPA_MTE_Supplies_Brief_FINAL.pdf
Publication of the final evaluation report, the EQA and the management response on the UNFPA evaluation database		30 December	
Dissemination of the evaluation report and the evaluation brief to stakeholders	<i>Including (but not limited to): Communication via email; stakeholders meeting; workshops with</i>	31 December	

	<i>implementing partners etc.</i>		
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Once the evaluation team leader has been recruited, she/he will develop a detailed work plan (see Annex J) in close consultation with the Evaluation Manager.

11. Management of the Evaluation

The **Evaluation Manager** at the UNFPA Palestine CO will be responsible for the management of the evaluation and supervision of the evaluation team in line with the UNFPA Evaluation Handbook. The Evaluation Manager will oversee the entire process of the evaluation, from the preparation to the dissemination and facilitation of the use of the evaluation results. She/he will also coordinate the exchanges between the evaluation team and the ERG. The major task of the Evaluation Manager is to ensure the quality, independence and impartiality of the evaluation in line with the UNEG norms and standards and ethical guidelines for evaluation. The Evaluation Manager has the following roles and responsibilities:

- Compile a preliminary list of background information and documentation on both the country context and the UNFPA CP and file them in a Google drive to be shared with the evaluation team upon recruitment.
- Prepare a first stakeholders map and a list of Atlas projects and share them with the evaluation team.
- Prepare the ToR for the evaluation in line with the ready-to-use ToR from the Evaluation Office, with support from the Regional M&E Adviser, and submit the ToR to the Evaluation Office for approval.
- Establish the ERG.
- Chair the ERG, convene meetings with the evaluation team and manage the interaction between the evaluation team and the ERG.
- Launch and lead the selection process for the team of evaluators in consultation with the Regional M&E Adviser.
- Identify potential candidates to conduct the evaluation, complete the consultant assessment matrix to assess their qualifications, and propose a final selection of evaluators with support from the Regional M&E Adviser, to be submitted to the Evaluation Office for pre-qualification.
- Provide evaluators with logistical support in making arrangements for data collection (site visits, interviews, group discussions etc.).
- Prevent any attempts to compromise the independence of the evaluation team throughout the evaluation process.
- Perform the quality assurance of all the deliverables submitted by the evaluators throughout the evaluation process (notably the design report: focusing on the final evaluation questions, the theory of change, sample of stakeholders to be consulted and sites to be visited, the evaluation matrix, and the methods, tools and plans for data collection, as well as the draft and final evaluation reports).

- Coordinate feedback and comments of the ERG on the deliverables produced by the evaluation team throughout the evaluation process and ensure that feedback and comments of the ERG are adequately addressed.
- Conduct an EQA of the draft evaluation report in collaboration with the [acronym of UNFPA Regional Office] M&E Adviser, in line with the EQA grid and its explanatory note.
- Develop a communication plan (in coordination with the CO communication officer) to guide the dissemination of the evaluation results, and update the plan as the evaluation process evolves.
- Lead and participate in the preparation of the management response.
- Submit the final evaluation report, EQA and management response to the Regional M&E Adviser and the Evaluation Office.

At all stages of the evaluation process, the Evaluation Manager will require support from staff of the UNFPA Palestine CO. Specifically, the roles and responsibilities of the **Country Office staff** are:

- Contribute to the preparation of the ToR, specifically: the stakeholder mapping and the compilation of initial background information and documentation, and provide input to the evaluation questions.
- Be available for meetings with/interviews by the evaluation team.
- Provide support to the Evaluation Manager in making logistical arrangements for site visits and setting up interviews and group discussions with stakeholders at national and sub-national levels.
- Provide input to the management response.
- Contribute to the dissemination of the evaluation results.

The progress of the evaluation will be followed closely by the **Evaluation Reference Group (ERG)** which is composed of relevant UNFPA staff from the Palestine CO, ASRO, representatives of the national Government of Palestine, non-governmental implementing partners, as well as other relevant key stakeholders (see Handbook, section 2.3., p.37). The ERG will serve as a entity to ensure the relevance, quality and credibility of the evaluation. It will provide inputs on key milestones in the evaluation process, facilitate the evaluation team's access to sources of information and undertake quality assurance from a technical perspective. The ERG has the following roles and responsibilities:

- Provide input to the drafting of the ToR, including the selection of preliminary evaluation questions.
- Provide feedback and comments on the design report.
- Provide comments and substantive feedback from a technical perspective on the draft and final evaluation reports.
- Act as the interface between the evaluators and key stakeholders of the evaluation, and facilitate access to key informants and documentation.
- Assist in identifying key stakeholders to be consulted during the evaluation process.
- Participate in review meetings with the evaluation team as required.
- Contribute to learning, knowledge sharing and dissemination of evaluation results, as well as the completion and follow-up on the management response.

The **Regional M&E Adviser** at UNFPA ASRO will provide guidance and backstopping support to the Evaluation Manager at all stages of the evaluation process. The roles and responsibilities of the ASRO M&E Adviser are:

- Provide feedback and comments on the draft ToR (including annexes) in accordance with UNFPA Evaluation Handbook, and submit the final draft version to the Evaluation Office for approval.

- Support the Evaluation Manager in identifying potential candidates and assessing the qualifications of consultants, as well as review the completed consultant assessment matrix.
- Liaise with the Evaluation Office on the completion of the ToR and the selection of the evaluation team.
- Review the design report and provide comments to the Evaluation Manager, with a particular focus on the final evaluation questions, the theory of change, the sample of stakeholders to be consulted and sites to be visited, the evaluation matrix, and the methods, tools and plans for data collection.
- Review the draft evaluation report and jointly prepare an EQA of the draft evaluation report with the Evaluation Manager.
- Support the Evaluation Manager in the final review of the final evaluation report.
- Ensure the CO complies with the request for a management response.
- Support the CO in the dissemination and use of the evaluation results.

The UNFPA **Evaluation Office** will play a crucial role in the EQAA of the evaluation. The roles and responsibilities of the Evaluation Office are as follows:

- Review and approve the final draft ToR
- Review and pre-qualification of the consultants who will constitute the evaluation team.
- Update and maintain the UNFPA consultant roster with pre-qualified consultants for the evaluation.
- Commission the independent, external EQA of the final evaluation report.
- Publish final evaluation report, EQA and management response in the evaluation database.

12. Composition of the Evaluation Team

The evaluation will be conducted by a team of independent, external evaluators, consisting of: (i) an evaluation team leader (International) with overall responsibility for carrying out the evaluation exercise, and (ii) 2 team members (National) who will provide technical expertise in thematic areas relevant to the UNFPA mandate (adolescents and youth, gender equality); and (iii) a young and emerging evaluator who will provide support throughout the evaluation process including overseeing a component of the program if s/he has such expertise. The team leader shall also perform the role of technical expert for one of the thematic areas of programming under the 6th UNFPA CP in Palestine.

The evaluation team leader will be recruited internationally (incl. in the sub-region), while the evaluation team members will be locally recruited to promote national evaluation capacity development and to ensure adequate knowledge of the country context. The evaluation team leader must have solid knowledge and experience in conducting evaluations of development interventions and/or humanitarian action. In addition, the evaluation team should have the requisite level of knowledge to conduct human rights- and gender-responsive evaluations and be able to work in a multidisciplinary team in a multicultural environment.

12.1. Roles and Responsibilities of the Evaluation Team

Evaluation team leader

The evaluation team leader will hold the overall responsibility for the design and implementation of the evaluation. She/he will be responsible for the production and timely submission of all expected deliverables in line with the ToR. She/he will lead and coordinate the work of the evaluation team and ensure the quality of all deliverables at all stages of the evaluation process. The Evaluation Manager will provide methodological guidance to the evaluation team in developing the design report, in particular, but not limited to, the evaluation approach, methodology, work plan and agenda for the field phase, the draft and final evaluation reports, and the PowerPoint presentation of the evaluation results. She/he will lead the presentation of the design report and the debriefing meeting with the CO and ERG at the end of the field phase. The Team leader will also be responsible for liaising with the Evaluation Manager. Beyond her/his responsibilities as team leader, the evaluation team leader will serve as technical expert for **SRHR** as described below.

The SRHR expert will provide expertise on integrated sexual and reproductive health services, HIV and other sexually transmitted infections, maternal health, family planning. She/he will contribute to the methodological design of the evaluation and take part in the data collection and analysis work, with overall responsibility of contributions to the expected deliverables in her/his thematic area of expertise. She/he will provide substantive inputs throughout the evaluation process by contributing to the development of the evaluation methodology, evaluation work plan and agenda for the field phase, participating in meetings with the Evaluation Manager, UNFPA Palestine CO staff and the ERG. She/he will hold interviews and group discussions with stakeholders, and undertake desk review.

Evaluation team member: Adolescents and Youth Expert

The adolescent and youth expert will provide expertise on youth-friendly SRHR services, comprehensive sexuality education, adolescent pregnancy, SRHR of young women and adolescent girls, access to contraceptives for young women and adolescent girls, youth leadership. She/he will contribute to the methodological design of the evaluation and take part in the data collection and analysis work, with overall responsibility of contributions to the expected deliverables in her/his thematic area of expertise. She/he will provide substantive inputs throughout the evaluation process by contributing to the development of the evaluation methodology, evaluation work plan and agenda for the field phase, participating in meetings with the Evaluation Manager, UNFPA Palestine CO staff and the ERG. She/he will hold interviews and group discussions with stakeholders, and undertake desk review, as advised by the evaluation team leader.

Evaluation team member: Gender Equality and Women Empowerment Expert

The gender equality expert will provide expertise on the human rights of women and girls, especially sexual and reproductive rights, the empowerment of women and girls, engagement of men and boys, as well as gender-based violence and harmful practices, such as child, early and forced marriage. She/he will contribute to the methodological design of the evaluation and take part in the data collection and analysis work, with overall responsibility of contributions to the expected deliverables in her/his thematic area of expertise. She/he will provide substantive inputs throughout the evaluation process by contributing to the development of the evaluation methodology, evaluation work plan and agenda for the field phase, participating in meetings with the Evaluation Manager, UNFPA Palestine CO staff and the ERG. She/he will hold interviews and group discussions with stakeholders, and undertake desk review, as advised by the evaluation team leader.

Evaluation team member: Young and Emerging Evaluator

The young and emerging evaluator will work with the evaluation team in all phases of the CPE. S/he will support the evaluation team leader and members in developing the methodological design of the evaluation by contributing to the review of information and documents on the country context and the CP, and the operationalization of the evaluation approach and methodology through the validation of the theory of change, the finalization of the evaluation questions and the development of the evaluation matrix, methods, tools and indicators. The young and emerging evaluator will also participate in data collection by supporting the conduct of site visits, interviews and focus group discussions, as advised by the evaluation team leader. In addition, she/he will contribute to data analysis and the drafting of the evaluation report, including the formulation of recommendations. In addition, she/he will provide administrative support throughout the evaluation process and participate in meetings with the Evaluation Manager, UNFPA Palestine CO staff and the ERG.

The modality and participation of the evaluation team members (including the young and emerging evaluator) in the evaluation process, including data collection analysis, provision of technical inputs to the drafting of the design and draft and final evaluation reports will be agreed with the evaluation team leader and these tasks performed under her/his supervision and guidance.

The modalities for the participation of the evaluation team members in the evaluation process, the responsibilities including data collection analysis, as well as the nature of their respective contributions to the drafting of the design report and the draft and final evaluation reports will be agreed with the evaluation team leader and these tasks performed under her/his supervision.

12.2. Qualifications and Experience of the Evaluation Team

Team leader and SRHR Expert

The competencies, skills and experience of the evaluation team leader should include:

- Master's degree in Public Health, Social Sciences, Demography or Population Studies, Statistics, Development Studies or a related field.
- 10 years of experience in conducting or managing evaluations in the field of international development and/or humanitarian action.
- Extensive experience in leading complex evaluations commissioned by United Nations organizations and/or other international organizations and NGOs.
- Substantive knowledge of sexual and reproductive health and rights.
- In-depth knowledge of theory-based evaluation approaches and ability to apply both qualitative and quantitative data collection methods and to uphold standards for quality evaluation as defined by UNFPA and UNEG.
- Good knowledge of humanitarian strategies, policies, frameworks and international humanitarian law, and principles as well as the international humanitarian architecture and coordination mechanisms.
- Ability to ensure ethics and integrity of the evaluation process, including confidentiality and prevention of harm to evaluation subjects.

- Ability to consistently integrate human rights and gender perspectives in all phases of the evaluation process.
- Excellent management and leadership skills to coordinate and supervise the work of the evaluation team.
- Ability to supervise a young and emerging evaluator, create an enabling environment for her/his meaningful participation in the work of the evaluation team, and provide guidance and support required to develop her/his capacities.
- Experience working with a multidisciplinary team of experts, including young and emerging evaluators
- Excellent analytical skills and demonstrated ability to formulate evidence-based conclusions and realistic and actionable recommendations.
- Excellent communication (written and spoken), facilitation and knowledge-sharing skills.
- Good knowledge of the national development context of Palestine.
- Familiarity with UNFPA or other United Nations organizations' mandates and operations will be an advantage.
- Fluent in written and spoken English and Arabic.

Adolescent and youth expert

The competencies, skills and experience of the Adolescent and Youth Expert should include:

- Master's degree in Public Health, Human Rights Law, Social Sciences, Development Studies or a related field.
- 5-7 years of experience in conducting evaluations, reviews, assessments, research studies or M&E work in the field of international development and/or humanitarian action].
- Substantive knowledge of adolescent and youth issues, in particular sexual and reproductive health and rights of adolescents and youth.
- Good knowledge of humanitarian strategies, policies, frameworks and international humanitarian law, and principles as well as the international humanitarian architecture and coordination mechanisms
- Ability to ensure ethics and integrity of the evaluation process, including confidentiality and prevention of harm to evaluation subjects.
- Ability to consistently integrate human rights and gender perspectives in all phases of the evaluation process.
- Solid knowledge of evaluation approaches and methodology and demonstrated ability to apply both quantitative and qualitative data collection methods.
- Excellent analytical and problem-solving skills.
- Experience working with a multidisciplinary team of experts.
- Excellent communication (written and spoken), facilitation and knowledge-sharing skills.
- Good knowledge of the national development context of Palestine.
- Familiarity with UNFPA or other United Nations organizations' mandates and operations will be an advantage.
- Fluent in written and spoken English and Arabic.

Gender Equality Expert

The competencies, skills and experience of the gender equality expert should include:

- Master's degree in Women/Gender Studies, Human Rights Law, Social Sciences, Development Studies or a related field.
- 5-7 years of experience in conducting evaluations, reviews, assessments, research studies or M&E work in the field of international development and/or humanitarian action].
- Substantive knowledge on gender equality and the empowerment of women and girls, gender-based violence and other harmful practices, such as female genital mutilation, early, child and forced marriage, and issues surrounding masculinity, gender relationships and sexuality.
- Good knowledge of humanitarian strategies, policies, frameworks and international humanitarian law, and principles as well as the international humanitarian architecture and coordination mechanisms.
- Ability to ensure ethics and integrity of the evaluation process, including confidentiality and prevention of harm to evaluation subjects.
- Ability to consistently integrate human rights and gender perspectives in all phases of the evaluation process.
- Solid knowledge of evaluation approaches and methodology and demonstrated ability to apply both quantitative and qualitative data collection methods.
- Excellent analytical and problem-solving skills.
- Experience working with a multidisciplinary team of experts.
- Excellent communication (written and spoken), facilitation and knowledge-sharing skills.
- Good knowledge of the national development context of Palestine.
- Familiarity with UNFPA or other United Nations organizations' mandates and operations will be an advantage.
- Fluent in written and spoken English and Arabic.

Young and emerging evaluator

The young and emerging evaluator must be under 35 years of age and her/his competencies, skills and experience should include:

- Bachelor's degree in public Health, demography or population studies, social sciences, development studies or a related field.
- In possession of a certificate in evaluation or equivalent qualification.
- Less than five years of work experience in conducting evaluation or M&E in the field of international development.
- Solid analytical and problem-solving skills.
- Demonstrated ability to work in a team
- Strong organization skills, communication skills and writing skills.
- Good command of information and communication technology and data visualization tools.
- Good knowledge of the mandate and activities of UNFPA and other United Nations organizations will be an advantage.
- Fluent in written and spoken English and Arabic.

13. Budget and Payment Modalities

The evaluators will receive a daily fee according to the UNFPA consultancy scale based on qualifications and experience.

The payment of fees will be based on the submission of deliverables, as follows:

Upon approval of the design report	20%
Upon submission of a draft final evaluation report of satisfactory quality	40%
Upon approval of the final evaluation report and the PowerPoint presentation of the evaluation results	40%

In addition to the daily fees, the evaluators will receive a daily subsistence allowance (DSA) in accordance with the UNFPA Duty Travel Policy, using applicable United Nations DSA rates for the place of mission. Travel costs will be settled separately from the consultancy fees and would only apply when a travel/mission has been pre-approved by UNFPA.

The provisional allocation of workdays among the evaluation team will be the following:

	Team leader	Team Members (Thematic Experts and Young and Emerging Evaluator)
Design phase	10	7
Field phase	15	15
Reporting phase including: -Contribution to first draft report - Consolidation and finalization of the final report - Preparation and facilitation of stakeholder workshop	15	13
Dissemination and facilitation of use phase	1	0
TOTAL (days)	41	35*

*Number of days for each team member showing days of effort not merely calendar days

The exact number of workdays for each evaluator will be determined by the evaluation manager. The final distribution of the workload will be proposed by the evaluation team in the design report and submitted to the evaluation manager for approval.

14. Bibliography and Resources

The following documents will be made available to the evaluation team upon recruitment:

Global UNFPA documents

1. UNFPA Strategic Plan (2014-2017) (incl. annexes)
<https://www.unfpa.org/resources/strategic-plan-2014-2017>
2. UNFPA Strategic Plan (2018-2021) (incl. annexes)
<https://www.unfpa.org/strategic-plan-2018-2021>
3. UNFPA Evaluation Policy (2019)
<https://www.unfpa.org/admin-resource/unfpa-evaluation-policy-2019>
4. Evaluation Handbook: How to Design and Conduct a Country Programme Evaluation at UNFPA (2019)
<https://www.unfpa.org/EvaluationHandbook>
5. Relevant centralized evaluations conducted by the UNFPA Evaluation Office – available at:
<https://www.unfpa.org/evaluation>

Palestine national strategies, policies and action plans

6. National Development Plan
7. United Nations Development Assistance Framework (UNDAF) Relevant national strategies and policies for each thematic area of programming

UNFPA CO programming documents

8. Palestine /UNFPA 6th Country Programme Document 2018 – 2022.
9. United Nations Common Country Analysis/Assessment (CCA)
10. CO annual work plans
11. Joint programme documents
12. Mid-term reviews of interventions/programmes in different thematic areas of programming
13. Reports on core and non-core resources
14. CO resource mobilization strategy

UNFPA CO M&E documents

15. Palestine /UNFPA 6th Country Programme M&E Plan
16. CO annual results plans and reports
17. CO quarterly monitoring reports
18. Previous CPE of Palestine <https://web2.unfpa.org/public/about/oversight/evaluations/>

Other documents

19. Implementing partner work plans and progress reports
20. Implementing partner assessments
21. Audit reports and spot check reports
22. Meeting agendas and minutes of joint United Nations working groups
23. Donor reports

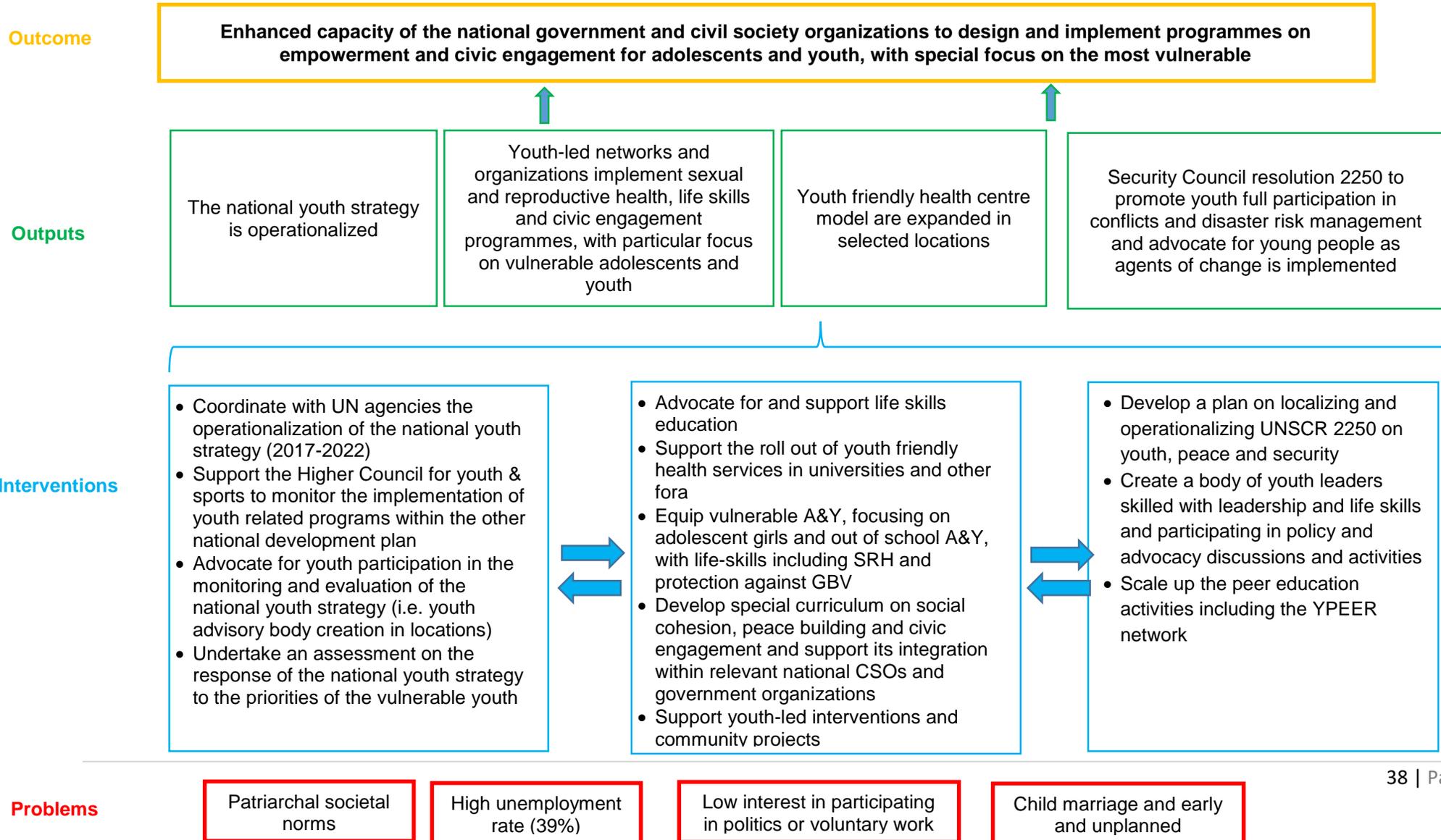
15. Annexes

A	Theory of change
B	Stakeholders map
C	Evaluation matrix template
D	List of Atlas projects
E	Outline of design report
F	Evaluation Quality Assessment grid
G	Management response template
H	Outline of final evaluation report
I	Evaluation Office editorial guidelines

List of annexes

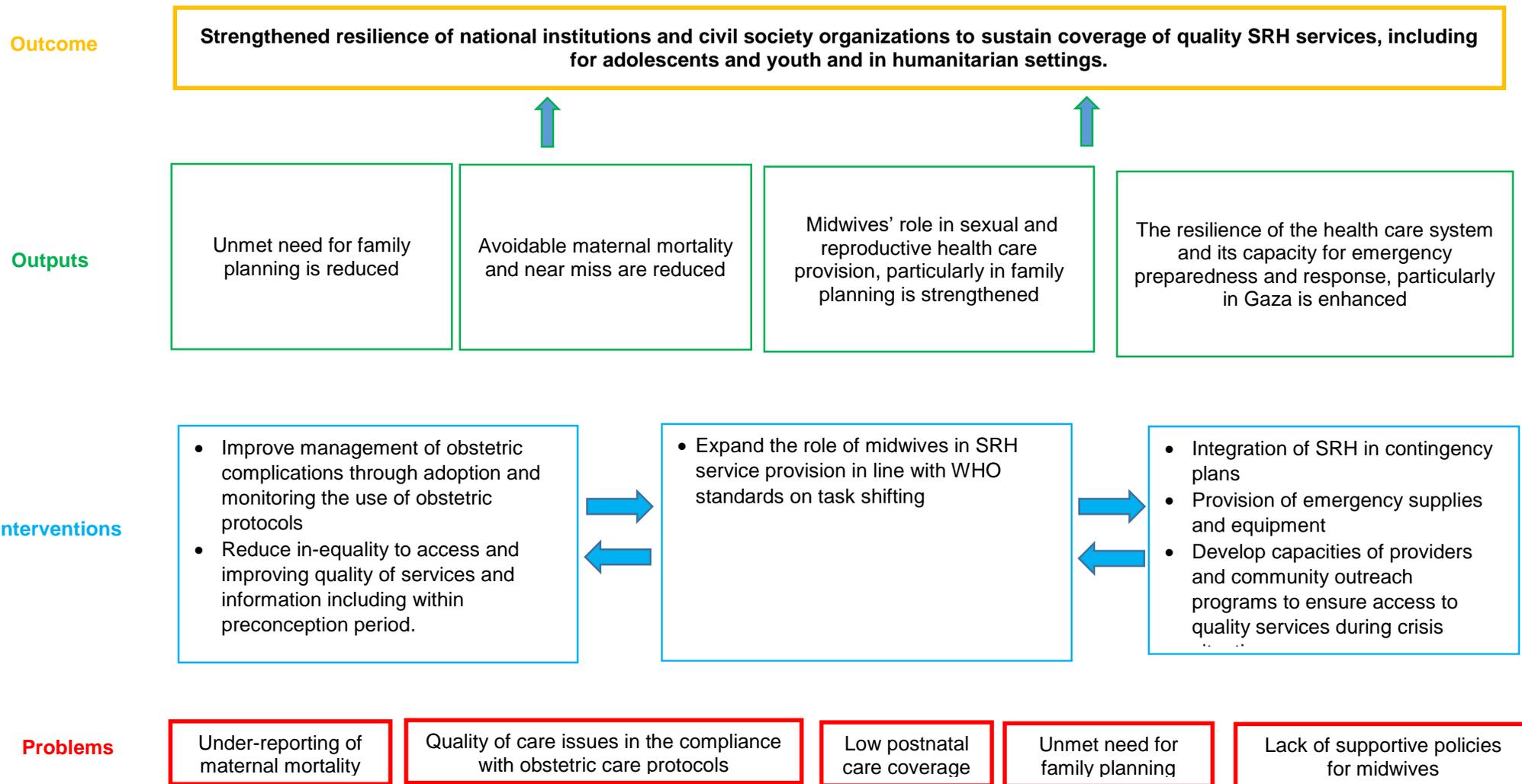
Annex A. Theory of Change

CPD Youth Theory of change



Risky behaviors (smoking and drug usage)

CPD RH Theory of change

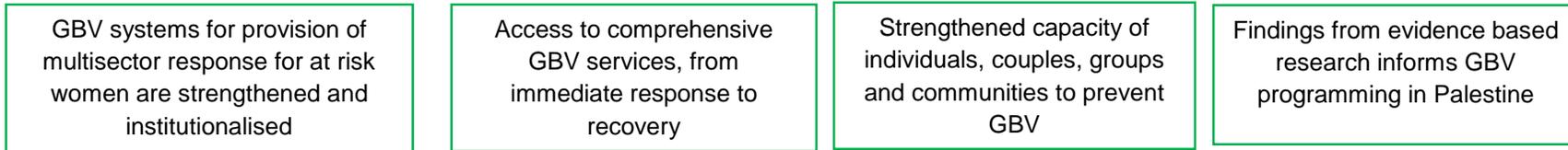


CPD GBV Theory of change

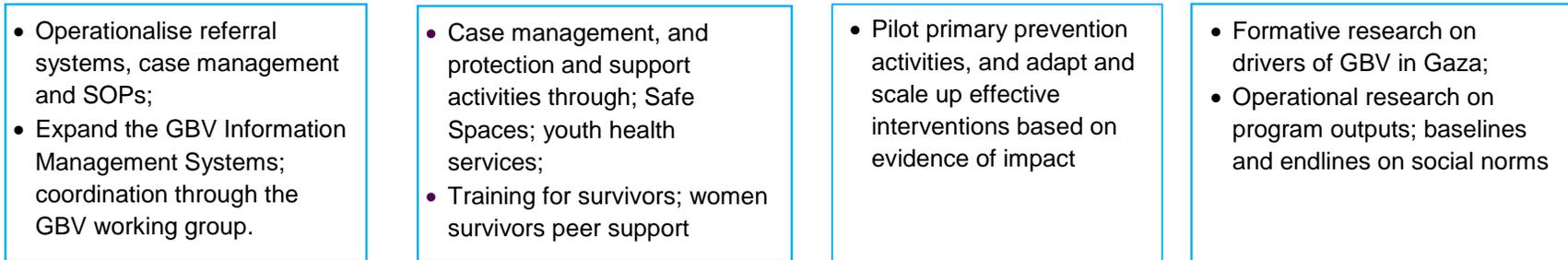
Outcome

Strengthened capacity of health and social protection actors to promote gender equality, reproductive rights and to prevent, mitigate and respond effectively to GBV, including in humanitarian settings

Outputs



Interventions



Problem

Gender based violence is widespread in Palestine as a result of multiple causes, and negatively impacts women development, wellbeing and rights.

Barriers

Dominant social norms of gender inequality, acceptability and impunity for violence against women; Limited and fragmented capacity of the national and sub-national counterparts and civil society; Scarce evidence based knowledge on GBV drivers and inadequate services to prevent, protect, and respond effectively; Lack of institutional framework for implementation of policies related to GBV

Annex B

Stakeholders map

Donor	Implementing agency							Other partners							Rights holders	Other
	Gov	Local NGO	Int NGO	WRO	Other UN	Academia	Other	Gov	Local NGO	Int NGO	WRO	Other UN	Academia	Other		
GENDER EQUALITY																
Strategic Plan (2018-2021) Outcome 3: Gender equality, the empowerment of all women and girls, and reproductive rights are advanced in development and humanitarian settings																
CPAP Output: National staff capacity strengthened to mainstream gender in social policy and program formulation, implementation, monitoring and evaluation (3.1)																
CMR5G11A - Integration of gender issues																
If relevant, Atlas/GPS Project (code and name)																
Programmatic Area																
UNFPA Strategic Plan outcome: <i>(descriptions as per strategic plan)</i>																
CPAP Output: <i>(descriptions as per CPAP)</i>																
If relevant, Atlas/GPS Project (code and name)																
If relevant, Atlas/GPS Project (code and name)																

Programmatic Area																			
UNFPA Strategic Plan outcome: <i>(descriptions as per strategic plan)</i>																			
CPAP Output: <i>(descriptions as per CPAP)</i>																			
If relevant, Atlas/GPS Project (code and name)																			
If relevant, Atlas/GPS Project (code and name)																			

*WRO= Women's Rights Organization

Annex C

Evaluation Matrix Template

Evaluation Question 1: To what extent...			
Assumptions to be assessed	Indicators	Sources of Information	Methods and tools for data collection
Assumption 1 (<i>See example in the UNFPA Evaluation Handbook Tool 1, handbook section 7.1.1, pp. 138-160</i>)			
<p><i>Evaluators must fill in this box with all relevant data and information gathered during the field phase in relation to the elements listed in the “assumptions to be assessed” column and their corresponding indicators. The information placed here can stem from: documentary review, interviews, focus group discussions, etc. Since the filled matrix will become the main annex of the final evaluation report, the evaluation team leader and evaluation manager must ensure that all of the information displayed:</i></p> <ul style="list-style-type: none"> <i>• Is directly related to the indicators listed above</i> <i>• Is drafted in a readable and understandable manner</i> <i>• Makes visible the triangulation of data</i> <i>• Has source(s) that are referenced in footnotes</i> 			
Assumption 2 (<i>See example in Tool 1</i>)			
Assumption 3 (<i>See example in Tool 1</i>)			
Evaluation Question 2: To what extent...			
Assumptions to be assessed	Indicators	Sources of Information	Methods and tools for data collection
Assumption 1 (<i>See example in Tool 1</i>)			
Assumption 2 (<i>See example in Tool 1</i>)			

Assumption 3 <i>(See example in Tool 1)</i>			
Evaluation Question 3: To what extent...			
Assumptions to be assessed	Indicators	Sources of Information	Methods and tools for data collection
Assumption 1 <i>(See example in Tool 1)</i>			

Annex D

List of Atlas Projects for the period under evaluation

Year [...]	Fund type	IA Group	Implementing agency	Activity description	Geographic location	Atlas budget	Expense	Implementation rate
Regional projects								
Activity 1								
...								
Activity 2								
...								
Activity 3								
...								
GENDER EQUALITY								
Strategic plan Outcome:								
Country Programme Output:								
Annual work plan (code and name):								
Activity 1								
...								
Activity 2								
...								
Activity 3								

...								
POPULATION DYNAMICS								
Strategic plan Outcome:								
Country Programme Output:								
Annual work plan (<i>code and name</i>):								
Activity 1								
...								
Activity 2								
...								
Activity 3								
...								
REPRODUCTIVE HEALTH								
Strategic plan Outcome:								
Country Programme Output:								
Annual work plan (<i>code and name</i>):								
Activity 1								
...								
Activity 2								
...								
Activity 3								
...								
OTHER PROGRAMMATIC AREA								
Strategic plan Outcome:								
Country Programme Output:								
Annual work plan (<i>code and name</i>):								
Activity 1								
...								
Activity 2								
...								
Activity 3								
...								
ADMINISTRATION								
...								
...								
...								

Annex E

Outline of design report

TEMPLATE: DESIGN REPORT FOR UNFPA COUNTRY PROGRAMME EVALUATIONS

After an initial review of relevant documentation, the evaluation team will prepare the Design Report. The Design Report provides the conceptual and analytical framework of the evaluation, establishes the key evaluation questions and refines the methodology, including providing specific information on data collection tools, data sources, and analysis methods. The Design Report is also a means to ensure a mutual understanding of the conduct of the evaluation between the evaluation manager and the evaluation team.

*The Design Report is prepared and drafted by the **evaluation team** after their preliminary review of relevant documentation.*

The Design/Inception Report of the evaluation should follow the below structure:

1. Introduction
2. Country Context
3. UNFPA Response and Country Programme
4. Methodological Approach
5. Evaluation phases, work plan, deliverables, management structure and quality assurance
6. Annexes

Note that this template is grounded in and expands upon the 2013 “Handbook: How to Design and Conduct a Country Programme Evaluation at UNFPA.” Kindly refer to the Handbook for additional guidance and specific examples, as needed. The Handbook can be found here:

<https://www.unfpa.org/EvaluationHandbook>

1. INTRODUCTION: PURPOSE, OBJECTIVES AND SCOPE OF THE EVALUATION

This section should describe and further elaborate on the purpose, objectives and scope of the evaluation presented in the terms of reference.

This section should describe the purpose of country programme evaluations (CPE) generally and provide a concise overview of the specific objectives of the CPE within the country context.

The scope of the evaluation should be included in this section, consisting in a short and straightforward description of the area of work being evaluated as well as the geographical scope and timeframe of the evaluation.

Finally, this section should note that the evaluation was commissioned by the country office, and state the aim of the design report as well as its role in the design phase.

2. COUNTRY CONTEXT

This section should detail the wider country context, including relevant social, political and economic data, language and cultural traits, demography, geographic location, etc. The country's situation and development challenges vis a vis UNFPA programmatic areas should be included as should national strategies to respond to these challenges.

This section should also include the country's progress towards the achievement of relevant internationally agreed development goals (including the MDGs, SDGs and the ICPD benchmarks).

Finally, information on official development assistance (ODA) and the role of external assistance (currently and over time) should be discussed. The main donors / ODA providers should be included.

3. UNFPA STRATEGIC RESPONSE AND COUNTRY PROGRAMME

This section should situate the country programme within the broader UN System's framework and UNFPA's corporate strategic/normative framework.

UNFPA's response through the particular country programme should be detailed, including the main elements of the country programme as set forth in programming documents as well as the underlying intervention logic (i.e. the links among activities, outputs and outcomes). The geographical coverage of the programme, as well as the evolution of the programme over time, should also be explained.

A detailed financial analysis of the programme budget by output and outcome should be included, clearly distinguishing between resource targets set out in the country programme document (CPD) and the actual resources mobilized during the programme cycle. Implementation rates should also be included.

4. METHODOLOGICAL APPROACH

This section should provide a clear and detailed description of the evaluation's approach and methodology (i.e. a theory based approach, outlining the intervention logic leading to a reconstructed theory of change of UNFPA support). How the methodology is gender and human rights responsive should also be laid out (as should any limitations toward implementing a gender and human rights responsive evaluation).

This section should include the evaluation questions and the evaluation criteria to which they respond, noting that an evaluation question may correspond to multiple criteria. OECD-DAC evaluation criteria (relevance, effectiveness, efficiency, and sustainability) should be used and, as relevant, two additional criteria: added value and coordination with the UNCT. An explanation as to why each question was selected should be included.

Consider referring to Annex I of “Integrating Human Rights and Gender Equality in Evaluation: Towards UNEG Guidance” for guidance on criteria and questions that are gender and human rights responsive.

An evaluation matrix (the primary analytical tool of the evaluation) should be presented, linking the evaluation questions to the evaluation criteria. Evaluation questions should be broken down into assumptions (aspects to focus upon) and attendant indicators. Evaluation questions should be linked to data sources and data collection methods.

Data collection and analysis methods and the stakeholder map (including the methodological approach for stakeholder selection) should be included. A description of how gender and human rights were considered vis a vis data collection and analysis methods, as well as stakeholder selection should be included. Consider referring to Table 3.2 (Tailoring common methods to address human rights and gender equality) on page 40 of “Integrating Human Rights and Gender Equality in Evaluation: Towards UNEG Guidance” for guidance tailoring data collection methods appropriately. The document can be found here: <http://www.uneval.org/document/detail/980>

Finally, any limitations and risks to the evaluation should be discussed. This section should explain data gaps and any issues affecting data quantity and quality. Factors that may restrict access to key sources of information should also be listed. Relevant limitations to implementing a gender and human rights responsive evaluation should be included, as well.

Mitigation measures to address limitations should be detailed and, in cases where limitations are unable to be addressed, a brief explanation on the extent to which the validity and credibility of the evaluation results could be affected should be provided.

5. EVALUATION PHASES, WORK PLAN, DELIVERABLES, MANAGEMENT, AND QUALITY ASSURANCE

This section should detail the overall evaluation process and its stages. It should present a detailed work plan for each phase/stage of the evaluation, including expected deliverables per stage set against appropriate and realistic timelines.

It should also detail the team composition and establish clear roles and responsibilities for the evaluation manager, the team leader and the team itself. As appropriate, details on field work, including specifications on logistic and administrative support, should be included, as should the budget required.

This section should, additionally, outline the management and governance arrangements of the evaluation and clearly describe the approach to quality assurance.

6. ANNEXES

Annexes may differ, but could include:

- Terms of Reference*
- Evaluation Matrix*
- Templates or outlines of data collection methods (i.e. interview protocols/guides, logbooks (or equivalent), survey questionnaire)*
- List of Atlas interventions and financial data*
- Stakeholder map and list of persons consulted*
- Bibliography/documents consulted*
- CPE agenda*

Annex F

Evaluation Quality Assessment Grid



Organizational unit:

Year of report:

Title of evaluation report:

Overall quality of report:

Very Good

Date of assessment:

Overall comments:

Assessment Levels

Very Good

strong, above average, best practice

Good

satisfactory, respectable

Fair

with some weaknesses, still acceptable

Unsatisfactory

weak, does not meet minimal quality standards

Quality Assessment Criteria	<i>Insert <u>assessment level</u> followed by main <u>comments</u>. (use ‘shading’ function to give cells corresponding colour)</i>		
1. Structure and Clarity of Reporting	Yes No Partial	Assessment Level:	Very good
<i>To ensure the report is comprehensive and user-friendly</i>			
1. Is the report easy to read and understand (i.e. written in an accessible language appropriate for the intended audience) with minimal grammatical, spelling or punctuation errors?	Yes		
2. Is the report of a reasonable length? (maximum pages for the main report, excluding annexes: 60 for institutional evaluations; 70 for CPEs; 80 for thematic evaluations)	Yes		
3. Is the report structured in a logical way? Is there a clear distinction made between analysis/findings, conclusions, recommendations and lessons learned (where applicable)?	Yes		
4. Do the annexes contain – at a minimum – the ToRs; a bibliography; a list of interviewees; the evaluation matrix; methodological tools used (e.g. interview guides; focus group notes, outline of surveys) as well as information on the stakeholder consultation process?	Yes		
<i>Executive summary</i>			
5. Is an executive summary included in the report, written as a stand-alone section and presenting the main results of the evaluation?	Yes		

6. Is there a clear structure of the executive summary, (i.e. i) Purpose, including intended audience(s); ii) Objectives and brief description of intervention; iii) Methodology; iv) Main conclusions; v) Recommendations)?	Yes	
7. Is the executive summary reasonably concise (e.g. with a maximum length of 5 pages)?	Yes	
2. Design and Methodology		
	Yes No Partial	Assessment Level: Very good
<i>To ensure that the evaluation is put within its context</i>		
1. Does the evaluation describe the target audience for the evaluation?	Yes	
2. Is the development and institutional context of the evaluation clearly described and constraints explained?	Yes	
3. Does the evaluation report describe the reconstruction of the intervention logic and/or theory of change, and assess the adequacy of these?	Yes	
<i>To ensure a rigorous design and methodology</i>		
4. Is the evaluation framework clearly described in the text and in the evaluation matrix? Does the evaluation matrix establish the evaluation questions, assumptions, indicators, data sources and methods for data collection?	Yes	
5. Are the tools for data collection described and their choice justified?	Yes	

6. Is there a comprehensive stakeholder map? Is the stakeholder consultation process clearly described (in particular, does it include the consultation of key stakeholders on draft recommendations)?	Yes	
7. Are the methods for analysis clearly described for all types of data?	Yes	
8. Are methodological limitations acknowledged and their effect on the evaluation described? (Does the report discuss how any bias has been overcome?)	Yes	
9. Is the sampling strategy described?	Yes	
10. Does the methodology enable the collection and analysis of disaggregated data?	Yes	
11. Is the design and methodology appropriate for assessing the cross-cutting issues (equity and vulnerability, gender equality and human rights)?	Yes	

3. Reliability of Data	Yes No Partial	Assessment Level:	Very good
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To ensure quality of data and robust data collection processes

1. Did the evaluation triangulate data collected as appropriate?	Yes	
2. Did the evaluation clearly identify and make use of reliable qualitative and quantitative data sources?	Yes	

3. Did the evaluation make explicit any possible limitations (bias, data gaps etc.) in primary and secondary data sources and if relevant, explained what was done to minimize such issues?	Yes		
4. Is there evidence that data has been collected with a sensitivity to issues of discrimination and other ethical considerations?	Yes		
4. Analysis and Findings			
	Yes No Partial	Assessment Level:	Very good
<i>To ensure sound analysis and credible findings</i>			
1. Are the findings substantiated by evidence?	Yes		
2. Is the basis for interpretations carefully described?	Yes		
3. Is the analysis presented against the evaluation questions?	Yes		
4. Is the analysis transparent about the sources and quality of data?	Yes		
5. Are cause and effect links between an intervention and its end results explained and any unintended outcomes highlighted?	Yes		
6. Does the analysis show different outcomes for different target groups, as relevant?	Yes		
7. Is the analysis presented against contextual factors?	Yes		

8. Does the analysis elaborate on cross-cutting issues such as equity and vulnerability, gender equality and human rights?	Yes		
5. Conclusions	Yes No Partial	Assessment Level:	Very good
<i>To assess the validity of conclusions</i>			
1. Do the conclusions flow clearly from the findings?	Yes		
2. Do the conclusions go beyond the findings and provide a thorough understanding of the underlying issues of the programme/initiative/system being evaluated?	Yes		
3. Do the conclusions appear to convey the evaluators' unbiased judgement?	Yes		
6. Recommendations	Yes No Partial	Assessment Level:	Very good
<i>To ensure the usefulness and clarity of recommendations</i>			
1. Do recommendations flow logically from conclusions?	Yes		

2. Are the recommendations clearly written, targeted at the intended users and action-oriented (with information on their human, financial and technical implications)?	Yes	
3. Do recommendations appear balanced and impartial?	Yes	
4. Is a timeframe for implementation proposed?	Yes	
5. Are the recommendations prioritized and clearly presented to facilitate appropriate management response and follow up on each specific recommendation?	Yes	

7. Gender	0 1 2 3 (**)	Assessment Level:	Very good
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To assess the integration of Gender Equality and Empowerment of Women (GEEW) ()*

1. Is GEEW integrated in the evaluation scope of analysis and indicators designed in a way that ensures GEEW-related data to be collected?	3	
2. Is a gender-responsive methodology used, including gender-responsive methods and tools, and data analysis techniques?	3	

3. Do the evaluation findings, conclusions and recommendations reflect a gender analysis?	3	
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(*) This assessment criteria is fully based on the UN-SWAP Scoring Tool. Each sub-criteria shall be equally weighted (in correlation with the calculation in the tool and totalling the scores 11-12 = very good, 8-10 = good, 4-7 = Fair, 0-3=unsatisfactory).

(**) Scoring uses a four point scale (0-3).
0 = Not at all integrated. Applies when none of the elements under a criterion are met.
1 = Partially integrated. Applies when some minimal elements are met but further progress is needed and remedial action to meet the standard is required.
2 = Satisfactorily integrated. Applies when a satisfactory level has been reached and many of the elements are met but still improvement could be done.
3 = Fully integrated. Applies when all of the elements under a criterion are met, used and fully integrated in the evaluation and no remedial action is required.

Overall Evaluation Quality Assessment

	Assessment Levels (*)			
Quality assessment criteria (scoring points*)	Very good	Good	Fair	Unsatisfactory
1. Structure and clarity of reporting, including executive summary (7)	7			
2. Design and methodology (13)	13			
3. Reliability of data (11)	11			
4. Analysis and findings (40)	40			
5. Conclusions (11)	11			

6. Recommendations (11)	11			
7. Integration of gender (7)	7			
Total scoring points	100			
Overall assessment level of evaluation report	Very Good			
	Very good very confident to use	Good confident to use	Fair use with caution	Unsatisfactory not confident to use

(*) (a) Insert scoring points associated with criteria in corresponding column (e.g. - if ‘Analysis and findings’ has been assessed as ‘Good’, enter 40 into ‘Good’ column.

(b) Assessment level with highest ‘total scoring points’ determines ‘Overall assessment level of evaluation report’. Write corresponding assessment level in cell (e.g. ‘Fair’).

(c) Use ‘shading’ function to give cells corresponding colour.

If the overall assessment is ‘Fair’, please explain

- How it can be used?

- What aspects to be cautious about?

Where relevant, please explain the overall assessment Very good, Good or Unsatisfactory

Consideration of significant constraints

The quality of this evaluation report has been hampered by exceptionally difficult circumstances:

Yes

No

If yes, please explain:

Annex G

Management Response template

	Evaluation report title	Year	Responsible Office	Eval. report type	Region	Period covered	Recommendation title	Recommendation text	Recommendation status (accepted, partially accepted or rejected)	Priority (high, medium or low)	Action point title	Action point text	Reporting focal point email (one for entire MR, usually M&E staff)	Action point due date (MM/DD/YYYY)	Head of Office Email	ContributorEmail (Regional M&E Advisor)
EXAMPLE	Ukraine Country Programme Evaluation (2012-2017)	2017	Ukraine CO	Country Programme Evaluation (CPE)	EECA	2013-2017	1. Programme focus	1. The next UNFPA National programme for Ukraine should consider to narrow the number	Accepted	High	1.1 CPD dev-t consultations	1.1 Organize consultation with key stakeholders/conduct	Zamosian@unfpa.org	6/30/2020	peek@unfpa.org	majam@unfpa.org

Annex H

Outline of final evaluation report

Cover page

UNFPA CPE: NAME OF THE COUNTRY
<i>Period covered by the evaluation</i>
<i>FINAL EVALUATION REPORT</i>
<i>Date</i>

Second page

Country map (half-page)

Table (half-page)

Evaluation Team	
Titles/position in the team	Names

Third page

Acknowledgement

Fourth page

Table of contents

Fifth page

Abbreviation and acronyms

List of tables

List of figures

Sixth page

Key facts table

Section	Title	Suggested length
EXECUTIVE SUMMARY		5 pages max

CHAPTER 1: Introduction		
1.1	Purpose and objectives of the CPE	5-7 pages max
1.2	Scope of the evaluation	
1.3	Methodology and process	
CHAPTER 2: Country Context		
2.1	Development challenges and national strategies	5-6 pages max
2.2	The role of external assistance	
CHAPTER 3: United Nations/UNFPA response and programme strategies		
3.1	UNFPA strategic response	5-7 pages max
3.2	UNFPA response through the country programme	
3.2.1	Brief description of UNFPA previous cycle strategy, goals and achievements	
3.2.2	Current UNFPA country programme	
3.2.3	The financial structure of the programme	
CHAPTER 4: Findings: answers to the evaluation questions		
4.1	Answer to evaluation question 1	25-35 pages max
4.2	Answer to evaluation question 2	
4.3	Answer to evaluation question 3	
4.4	Answer to evaluation question X	
CHAPTER 5: Conclusions		
5.1	Strategic level	6 pages max
5.2	Programmatic level	
CHAPTER 6: Recommendations		
6.1	Recommendations	4-5 pages max
(total number of pages)		55-70 pages

ANNEXES

Annex 1 Terms of reference

Annex 2 List of persons/institutions met

Annex 3 List of documents consulted

Annex 4 The evaluation matrix

Annex I

UNFPA Evaluation Office Editorial Guidelines



Supplementary editorial guidelines for UNFPA Evaluation Office

UNFPA Evaluation Office documents, publications and other written material follow UN editorial guidelines, available here at <http://dd.dgacm.org/editorialmanual/>. Building on the UN editorial guidelines, the supplementary editorial guidelines cover some common editorial issues that are encountered in evaluation reports and related products.

1. SENTENCES IN GENERAL

- Avoid long, complicated sentences. Short, clear sentences convey meaning more effectively.
- When a sentence does need a series of sub clauses, who is doing what can become unclear. It's often better to put the shortest sub clause at the start of the sentence. For example:

“The principles emanate from decisions taken by the General Assembly, from the Executive Board, and from UNFPA executive management’s commitment to nurture an evaluation culture.”
In this instance, it is unclear from whom the decisions emanate. (Is it both the General Assembly and the Executive Board or just the General Assembly?) However, if it is written *“The guiding principles emanate from the Executive Board, from decisions taken by the General Assembly, and from UNFPA executive management’s commitment to nurture an evaluation culture.”* (SHORTEST, MIDDLE LENGTH, LONGEST), this is clearer. If there is any lack of clarity in a running list, consider the use of a colon and semi colon structure. (in running text, there is no capital letter after the colon.)

- Do not put two words where one will do. For example:

“... their *relevance* and *significance* to planning”. The two words in italics have the same meaning, so just use one or the other. The meaning is clearer in “... **their relevance to planning** “. Using two words where only one is needed does not strengthen a sentence; it weakens it.
- Avoid using metaphors, if possible. They can be hard to translate and difficult concepts for non-native speakers to understand.
- Use the active voice over the passive voice whenever possible. For example, “The implementation and modification of the report is being undertaken by the Government.”

(passive voice) Can be written more clearly: “The Government is modifying and implementing the report.” (active voice)

- It can be clearer to use verbs in sentences (“modifying” and “implementing”) rather than nouns (“the implementation” and “the modification”.) As we can see from the above example.
- Avoid using too many adjectives and adverbs. They can impede clarity, rather than add to it.

2. POSSESSIVES (‘S)

Do not use the possessive with:

- Inanimate objects. For example: “**the capacity of the trucks**”, not “the trucks’ capacity”.
- United Nations and other organization acronyms (like UNFPA, WFP, do not use WFP’s or UNFPA’s.)
- Names of countries (e.g. use Government of Brazil, and not Brazil’s Government)

3. ITALICS AND BOLD

Do not use italic or bold fonts in text for emphasis. The emphasis should be reflected in the wording.

Use *italic* only for publications, book titles and for words and expressions in languages other than English.

Use **bold** only for headings.

4. CAPITALIZATION

Use capitals sparingly.

Use initial capital letters to mark beginnings of the first word of a sentence, the first word of a subparagraph or an item on a list.

The official titles of persons, councils, commissions, committees, secretariat units, organizations, institutions, political parties, organized movements and plans etc are all written in caps, when they are introduced. Also capitalize them when they are used as a shortened title, for example, the ‘Conference’ (when referring to a specific Conference) or the ‘Committee’ (when referring to a particular Committee). However, do not capitalize when used as common nouns – e.g. ‘there were several regional conferences.’

Job titles: References in running text to job titles such as budget officer, project manager and accountant are not given as acronyms or capitalized. However, the following titles and officers ARE capitalised as a courtesy to their position: Secretary-General, Executive Director, Assistant Executive Director, Regional Director, Country Director, Evaluation Director, President, Vice-President, Treasurer, Chief, External Auditor, Chief Financial Officer and Evaluation Office. NOTE: job titles ARE given caps when used in conjunction with a person - for example: “John

Smith, Budget Officer, was present at the meeting..”, or in a list of acknowledgements “John Smith - Budget Officer, Cameroon Country Office”.

Used as adjectives or in plural: With persons, councils, commissions, committees, organizations, institutions, political parties organized movements and plans, groups, offices, divisions and others words of this ilk, including government, if the word is referring to something that is unique and specific, then it is written in caps (as noted above), but if the word is being used as an adjective, in a generic sense, or as a plural then it should be written in lower case. For example: we would refer to the country office, headquarters or regional offices, (nonspecific and non-unique) but if we would refer to the "South Sudan Country Office" or the "UNFPA East and Southern Africa Regional Office”. However, note: it is UNFPA headquarters, not UNFPA Headquarters. Further, we would use Technical Division when referring to the actual division, but would say technical division reports - because in this instance “technical division” is being used as an adjective describing the reports.

There are a number of UNFPA strategic plans and only when the plan is given its full title, UNFPA Strategic Plan 2018-2021, would we write it out with caps.

We do not need to use capitals when using a phrase that is often written as an acronym. For example, gender-based violence is often written GBV. When we are writing “gender-based violence” in running text, we don’t write “Gender-Based Violence”, but, instead we write “gender-based violence”. Another example would be “people living with HIV”. If written out, we don’t use capitals so we don’t write “People Living with HIV” just because the acronym is “PLHIV”

Programmes, conferences, seminars, workshops: Once the full title is given, references to “the programme”, “the conference”, etc. are not capitalized.

Bodies proposed but not yet established: These are not capitalized. The same holds true for references to draft conventions and treaties that do not yet exist.

References to parts of documents: Do not capitalize the word “paragraph”, e.g. “In paragraph 12, reference is made to ...”. However, the word “Annex” is capitalized, e.g. “See Annex IV”. Annexes should be numbered in roman capital numerals I, II, III, etc.

Headings and sub-headings: Use capital initial letters in headings and sub-headings

Government names: Government is capitalized when it refers to a certain government but not when it is plural or used as an adjective:

- the Government will provide funding
- it is a government programme
- the governments of the Russian Federation and Mozambique were present
- the Government of Uganda responded.

Member States: We would write “the Member State(s) of... United Nations”, when referring to the specific UN Member States, but member state(s)/country(ies) if it’s another institution or undefined.

Exceptions: Some things are always referred to with caps, because they are unique and specific such as Sustainable Development Goals, Agenda 2030, Member States, United Nations Development Assistance Framework is always written in caps.

5. ABBREVIATION RULES AND ACRONYMS

Acronyms should be used sparingly. This is written in every editing manual, but a great many acronyms are still routinely used.

If an acronym appears in a document three times or less, it should be written out in full each time and it doesn't need to be included in the acronym list.

See the above point in "Capitalization" about the fact that when introducing an acronym, there is no need to capitalize the phrase. (for example, the acronym PLHIV can be introduced as "people living with HIV (PLHIV)..." we do not need to write "People Living with HIV (PLHIV)..."

If the acronym is less than three words long, consider writing it out in full every time unless it is very frequently used.

There are some exceptions to this rule:

- Phrases that hinder the meaning of a sentence, rather than clarify it, can be kept as acronyms. For example: ToR. –We understood this to be a specific document, but this is nevertheless a plural word. Therefore if we use the phrase "terms of reference" then what follows the phrase has to be plural, ("the terms of reference are...") which is confusing when ToR is actually referring to a singular document. It's also sufficiently well known as a term that it's instantly recognisable. So, it is fine to use ToR (but not TOR, as the rule is we don't capitalize prepositions, such as "of"). Another example of where it is fine to use a three letter acronym would be "IPC" – as the words "integrated food security phase classification" (which this acronym stands for) do not fit comfortably into the flow of a sentence.
- Abbreviations such as SDG and MDG, which are universally known in United Nations circles and would always be written with caps anyway, could be left as acronyms once they have been written out once. The same rule would apply to abbreviations like NGO and the names of other United Nations agencies, like UNDP etc.

Once the acronym has been introduced by brackets, it does not need to be introduced in brackets again later in the document.

"United Nations" should not be abbreviated in English. The form "ONU" is acceptable in French.

Do not use acronyms to refer to governments or ministries. The only countries referred to by an acronym are the Democratic People's Republic of Korea (DPRK) and the Democratic Republic of the Congo (DRC). With these countries, we would introduce the names in full when we first meet it. (Please note the second "the" in DRC). The "short names" from [FAO Country Names terminology site](#) can be used once the full name has been introduced initially (see 'Country Names', below). An example would be The Republic of South Sudan. The country can be introduced with its full name and referred to as South Sudan thereafter.

Abbreviations and acronyms should not be used in the possessive form for United Nations organizations: the Commander of UNMIL or the UNMIL Commander, not UNMIL's Commander. "The UNFPA document" or "the document of UNFPA", not UNFPA's document

Acronyms should be spelt out in full at their first occurrence in text. A list of acronyms must be attached to documents in which acronyms are used. Always check that the acronym used is in the list.

If an acronym is being used, make sure you are not repeating part of the acronym. For example: "The EECARO office". This reads "the Eastern Europe and Central Asia regional office office".

Acronyms and spelled out version of acronyms should be written as set out in the [FAO TERM portal](#). The FAO term portal also advised on capitalization of acronyms.

Additional notes on acronym usage

Please note as far as acronym usage is concerned, consider the executive summary (situated in the report) as a separate product from the rest of the report. In other words, we expand an acronym the first time it appears in the executive summary and then use the acronym throughout the executive summary. The same rule applies to the report, we expand an acronym the first time it appears in the report and then use the acronym throughout the report.

Example: when we use "sexual and gender based violence" for the first time: (i) it should not be capitalized; (ii) it should be followed by (SGBV). This rule applies to the Executive Summary and then again to the report.

6. QUOTES

Direct quotations should reproduce the original text exactly and should be carefully checked for accuracy. Only typographical and other clearly unintentional errors may be corrected.

When the quote forms part of a sentence, the final quotation mark goes inside the full stop. This is because the punctuation is for the whole sentence, not for the quote. When the quote is a full sentence in its own right, then it has its own integral punctuation. For example:

- Mr Smith was said to be "resigned to his fate".
- Mr Smith was said to be "resigned to his fate in the restructuring. He did not expect miracles."

If the quote is more than three lines long it should be indented.

The quote does not need an introductory colon as long as the sentence flows smoothly into the quote.

If there is a clash in tenses between the quote and the running text, break the quote into phrases that can be accommodated by the running text.

7. NUMBERING PARAGRAPHS

Paragraphs are not numbered in summaries or other front matter.

Break up paragraphs to create space

Use paragraph numbering for evaluation reports (only)

8. SPELLING, (including S vs Z)

Use **z** (not s) in such words as realize, organization and mobilization.

Use **s** in words such as analyse, catalyse and paralyse.

The English UK spelling rules apply - for example, “centre”, not “center”. (unless you are reproducing the name of an organization that has this specific spelling)

Email (not e-mail) is now the accepted spelling. The United Nations editorial guidelines have a list of spelling, but it is not comprehensive. The Oxford English Dictionary is the recommended reference on spelling.

9. TABLES, FIGURES, BOXES

Each table should have a title that describes it accurately and briefly.

The title is set in bold type, flush left and stacked below the table number. Only the first word is capitalized (unless it’s supposed to be capitalised in running text).

10. BULLET/LIST

A bullet list should:

- Use an initial capital letter
- Always agree with the ‘platform’ sentence before the colon
- Not have semicolons at the end of each item
- Not have ‘and’ after the second last item
- Close with a full stop.

If each bullet list entry is a complete sentence in itself and the platform sentence for the bullet list is a full sentence too, then each bullet point should end with a full stop.

11. COUNTRY NAMES

UNFPA generally uses the "short names" from [FAO Country Names terminology site](#)
Use the full name – the Republic of South Sudan for example – the first time the country is named, and then switch to the short name after that.

12. OTHER POINTS TO REMEMBER

PERCENTAGES: In running text, write out the words “per cent”. The symbol % can be used in tables, figures and footnotes. Always use the number, not the word, for the percent, even if it’s number one to ten. (e.g say 3 per cent and not three per cent)

NUMBERS: The numbers one to ten are written out as words. However, there are exceptions:

- When the number is a percentage.
- When the number appears with a larger number and both numbers are referring to the same subject then the smaller number is written as a number. For example, it is correct to write – “There were six girls in the room.” but if there are girls and more boys for example, then it changes to: “There were 6 girls and 15 boys in the room.” This rule does not apply when the things being counted are disparate items, for example: “a total of 23 people were injured in four separate incidents.”
- When used for children’s ages or for units of measurements such as cm, etc – use the number, not the word.

When a number starts a sentence, it is always written as a word, never a number. If the number is an awkward or very long one, consider rephrasing the sentence slightly to avoid starting with the long number.

QUALIFIERS: Do not use vague qualifiers – “some”, “more than”, “over” etc.

TENSE: Make sure that the tense is consistent. There should not be a mix of past and present in one paragraph unless in exceptional circumstances.

Avoid the perfect tense (e.g. “it has”) unless the action is still ongoing in the present and use the simple past instead (e.g. it was).

A general caveat to consider: The report might have been written in the present, but, by the time it is presented, the information will be in the past. It would be wrong to say in a report that “the country is at war” (for example) because when the reader is reading the report, that information may no longer be accurate.

FOOTNOTES: When using footnotes, the punctuation comes before the superscript footnote number, this includes commas as well as full stops. For example: “The motion was not adopted owing to the negative votes of three permanent members.”

OXFORD COMMA: The Oxford comma shouldn’t be used unless it helps to clarify a sentence. In other words, it can be used, but should be done so sparingly. Here is the wording from the United Nations guidelines on the use of the Oxford comma:

The final comma before *and* is not normally used in United Nations documents. The practice is to write “organs, organizations and bodies”, not “organs, organizations, and bodies”; and “disarmament, demobilization, rehabilitation and reintegration”, not “disarmament, demobilization, rehabilitation, and reintegration”.

However, the final comma may sometimes have to be included for the sake of clarity, for instance in sentence comprising lengthy or complex elements.

COMPOUND ADJECTIVES: The hyphen is used to form a compound adjective out of two linked words modifying a noun: “long term”, “grass roots”, “civil society”, “private sector”, when used as adjectives before the noun they qualify become “a long-term programme”, “grass-roots support”, “civil-society organizations”, “private-sector involvement”. When a hyphenated adjective is a title, both words are in caps, e.g.: Inter-Agency Standing Committee

THAT OR WHICH: “That” and “which” have different uses.

That (restrictive) is defining:

The northern regions that are prone to drought are the ones to target with aid. (There might be other northern regions, but it is only those that are susceptible to drought that are being targeted for aid.)

Which (non-restrictive) is not defining; it gives additional information that could be omitted and not affect the intended message of the sentence.

The northern regions, which are prone to drought, will each receive aid. (Being drought-prone is a characteristic of the northern regions.)

That, as a relative pronoun, is not preceded by a comma; *which*, as a relative pronoun, normally is.

‘N’ DASH VS ‘M’ DASH: (e.g., “as said - for example - in this text” versus “as said—for example—in this text...”) The use of N dash is preferred for evaluation reports.

“An em dash, or **long dash**, is used: in pairs, to mark off information or ideas that are not essential to an understanding of the rest of the sentence and to show other kinds of break in a sentence where a comma, semicolon, or colon would be traditionally used: *One thing’s for sure—he doesn’t want to face the truth*. Note that there is no space added on either side of an em dash. Em dashes are especially common in informal writing, such as personal emails or blogs, but it’s best to use them sparingly when you are writing formally.”

The Associated Press says this: “En dashes can be used to separate thoughts in a sentence or create emphasis; when using en dashes in this way, always put a space on either side of the dash. This style is used in technical writing.”

MALE/FEMALE: Avoid the use of ‘male’ and ‘female’ as adjectives where possible and use ‘man’ or ‘woman’ instead.”

13. 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.

14. 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

Before submitting draft country notes and evaluation reports, please check them for grammar, spelling, punctuation, and perform a thorough editing.

14. USE OF SENSITIVE WORDS

This guidance for use of specific sensitive terminology in Evaluation Office material is based on the following:

- **UNFPA website**: If a UNFPA document is published on the website, including any web story, that includes certain 'sensitive/political' words, then they are generally acceptable to use.

- UNFPA **Issue Briefs**: They also serve as a guide for acceptable terms to use.
 - **Particularly related to HIV and AIDS**, there are two additional guides to follow:
 - a) [UNAIDS terminology guidelines](#)
 - b) WHO glossary of terms
- Details are available in the attachment ‘Guidance for Terminology

Annex J

Evaluation work plan

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-  = Responsibility of evaluation manager, UNFPA CO staff, Regional M&E Adviser and/or evaluation reference group
-  = Responsibility of evaluation team
-  = Responsibility of UNFPA Evaluation Office

