



Terms of Reference: Final evaluation of UNESCO International Program on Holocaust and Genocide Education (IPHGE)

1. Background

UNESCO is the only agency of the United Nations system with a mandate to promote education about the Holocaust and genocide. Based on UNESCO General Conference Resolution 34C/61 and supported by United Nations Resolution 60/7 on Holocaust Remembrance (2005), and resolution 61/255 on Holocaust denial (2007), the Organization supports Member States in strengthening education about the Holocaust and genocide and promotes education that helps to address violent pasts and prevent future mass atrocities.

In pursuit of these aims and within the framework of the UNESCO's program on Global Citizenship Education and in support of the Organization's activities to strengthen education systems in support of addressing violent pasts and preventing genocide, UNESCO and the United States Holocaust Memorial Museum ("the Museum") are jointly implementing an international capacity-building program to advance context-relevant Holocaust and genocide education globally, [the International Program on Holocaust and Genocide Education](#) (IPHGE).

The IPHGE was first implemented in 2015 and 2017, leading to the development of national Holocaust education initiatives in 16 countries. With a total funding envelope of 2 million CDN from the Global Affairs Canada, UNESCO and the Museum launched a third program cycle in summer of 2021, which since then engaged 11 countries in all UNESCO regions, including Brazil, Cambodia, Colombia and Ecuador (a bi-national project), Greece, India, Morocco, Nigeria, Rwanda, Serbia and United Arab Emirates. The program has been managed jointly by an organizing team made of two UNESCO staff and three USHMM staff. The program has also been supported by seven core USHMM staff and UNESCO field office staff in Nigeria, Rwanda, Cambodia, India, Morocco, Brazil, Ecuador (with oversight from San Jose and Santiago), Sarajevo and Doha. Additionally, countries have project teams consisting of 2 to 8 people.

The program included a series of online activities for national project teams as well as a 1-week in-person workshop in Washington, DC (13-17 February 2023), followed

by the implementation of national project activities. In addition, the program is supported by the development of a policy guide and e-learning course on addressing violent pasts through education and a cross-cutting research pillar on intercultural dialogue.

To support program implementation, UNESCO and the Museum have opted for a continued M&E strategy that included a stocktaking activity at the outset of the program as well as a mid-term evaluation. The mid-term evaluation (MTE) was conducted to provide insight on five criteria: Relevance, Human Rights and Inclusion, Coherence, Effectiveness, and Impact. Key findings from the MTE on each of the criteria include:

- Relevance - The MTE found that the Program had led to project that were not only considered relevant and meaningful to country partners, but also reflected the scale of their ambitions. It was recommended that in the final evaluation Relevance be considered from the perspective of teachers and learners who will be engaged through the projects.
- Human Rights and Inclusion – The MTE found that the ‘light touch’ approach to working with teams where they provide frameworks but give flexibility to local stakeholders to prioritize what is relevant to them has helped create a sense of ownership and partnership. It was recommended that the final evaluation explore the relationship aspect of the program (i.e. between USHMM, UNESCO, and projects, and between project team members) from an inclusion perspective since these will likely evolve as the projects get further underway. It was also noted that a formalized gender and inclusion strategy would support the projects to deepen the integration of gender and inclusion considerations into their projects.
- Coherence – The MTE found that while for most teams teaching about the Holocaust specifically might not be considered a priority, the government and institutions involved in the project view Holocaust education as an opportunity to address issues of national relevance. It was recommended that UNESCO and USHMM continue to support projects in their risk monitoring and mitigation, given potential risk areas that could affect projects.
- Effectiveness – The MTE found that the project was overall on track and the 2015 and 2017 programs provided useful lessons that have been integrated

into the design of this edition of the program. Participants were inspired and encouraged by the work of others.

- Impact – Reflections from the teams in the MTE showed that their ultimate goal was to support individuals to become actors of peace education and genocide prevention. Team responses to the question of project impact reflected strong alignment with the IPHGE impact statement. The only area of possible misalignment that was flagged was the heavy emphasis of gender in outcome one as the gender focus of the program stood to be clarified further.

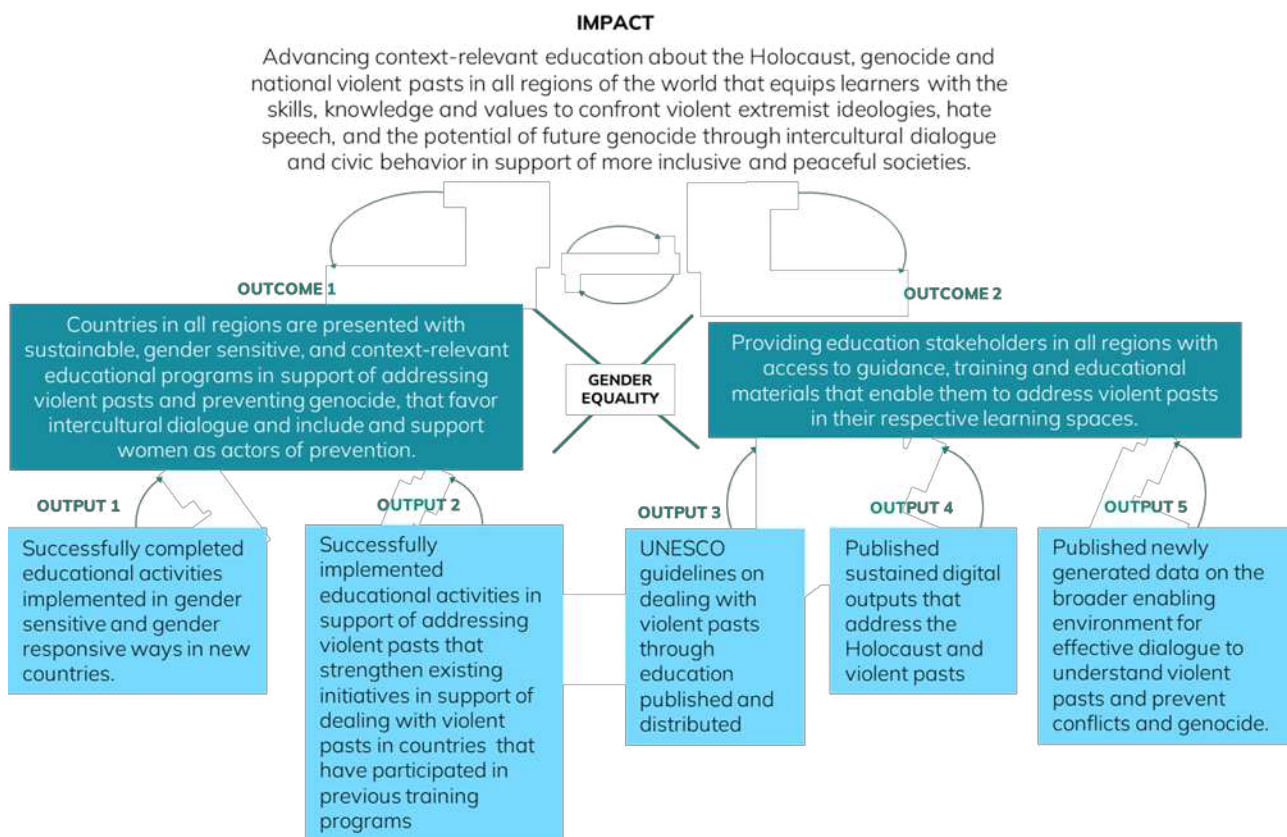
Building on these reports and assessing the overall results and impact of the program, UNESCO and the Museum seek to engage in a final evaluation.

2. Purpose and Use

As established in the IPHGE programme document, UNESCO is conducting a final external evaluation of the programme. The evaluation will be used primarily as a learning exercise for IPHGE partners, including UNESCO and USHMM, to understand what aspects of the program worked well, for whom, and under what circumstances, and to collectively make recommendations for improvements to practice in the next edition of the program. It is just as much a tool to support program related decision making as it is a tool to support learning amongst participants. The evaluation's purpose is not only to produce a summary report with recommendations for future implementation, but also to create a process within which participants could connect and recognize their important role as change agents and as program implementers. Additionally, the evaluation will serve as an opportunity to update the programme's theory of change, as seen below.

The purpose of the evaluation is to assess the extent to which the two programme outcomes have been achieved by IPHGE. Please see below the IPHGE Theory of Change including programme impact, outcomes and outputs. The outcomes of the final evaluation will be reflected in the final project report and distributed to participants and other relevant stakeholders.

INTERNATIONAL PROGRAM ON HOLOCAUST AND GENOCIDE EDUCATION



3. Objectives

The overall objective of the final evaluation is to assess the achievements, outcomes and impact of IPHGE measured against its original aim and objectives. Furthermore, the evaluation aims to identify and document best practices and lessons learned, as well as generate recommendations for future programmes, including future iterations of IPHGE. More specifically the evaluation aims to:

- a. Capture the change in the knowledge and attitudes of direct beneficiaries that reflects a greater critical understanding of the past, appreciation for human rights and diversity, and greater resilience against drivers of conflict and violence;

- b. Identify key achievements, challenges and lessons learned to inform strategies and proposals for future action in support of education about the Holocaust and genocide, and genocide prevention.

The evaluation shall also provide recommendations aimed at improving the programme's implementation methods and processes, in view of strengthening future expansions and evolutions of the programme.

4. Evaluation questions and scope

The evaluation will focus on the entire implementation period from March 2021 to March 2025. It will cover the work encompassed by the International Program on Holocaust and Genocide Education, specifically the work with the country teams and on the national projects, focusing on Rwanda, Cambodia, India, Morocco, Brazil, Colombia, Ecuador, Greece, Serbia, and United Arab Emirates. The work under the same grant on intercultural dialogue as well as the online course and policy guide will fall outside of the scope of this evaluation.

The final evaluation of the Programme will be based on the overarching OECD/DAC criteria but will focus on, Relevance, Coherence, Effectiveness, Signs of Impact, and Efficiency, as well as Sustainability. The evaluation will also include crosscutting dimensions of gender equality, human rights and inclusion. The evaluation will be guided by the following overarching questions. Indicative questions for each criterion are as follows. These will be further refined and validated during the inception phase in consultation with the Evaluation Reference group:

- a. Relevance
 - i. How has the programme responded to evolving country needs, in particular given changes in conflict and geo-politics?
- b. Human Rights, Gender Equality and Inclusion
 - i. How and to what extent did the programme integrate human rights, gender equality and inclusion principles?
 - ii. To what extent have gender equality considerations and provisions of inclusion of people with disabilities been mainstreamed in the project implementation?
- c. Coherence

- i. How well did the programme fit with institutional and country interventions and policies?
 - ii. How well does the programme fit with other similar interventions, is it complementary or overlapping?
 - d. Effectiveness and Signs of Impact
 - i. Did the programme achieve its objectives as defined in the programme's results framework?
 - ii. How effective was the programme implementation?
 - iii. What are the unintended effects of the programme, if any?
 - iv. What is the program's specific added value in the broader landscape of Holocaust and Genocide education?
 - v. What difference did the programme make? What are the signs of longer term effects of the programme, as defined in or -if relevant - going beyond those included in the results framework?
 - vi. How effective was the programme in establishing the relevance of Holocaust and genocide education to the work of diverse stakeholders globally?
 - e. Sustainability
 - f. what measures have been foreseen in the project design and implement to enable sustainability of the results achieved?
 - g. What is the potential for replication and scaling up?

The final evaluation will also include specific gender equality criteria and capture the extent and impact of gender sensitive and gender responsive approaches implemented by national project teams, including measuring change in knowledge and women's participation and leadership.

5. Design and Methodology

While the bidding evaluation team is free to propose their own methodologies, it is important that they be appropriate to assess the programme's interventions according to the above evaluation criteria: Coherence, Effectiveness, Signs of Impact, Efficiency, and Sustainability. Cross cutting issues such as human rights, gender equality, and inclusion and accountability will also be part of the analysis. The sampling strategy must ensure adequate gender representation and participation of youth and, where applicable, representatives of vulnerable,



marginalized, or underrepresented groups, as well as adequate regional representation.

The evaluation methods may include, but should not be limited to:

- A **document review** of relevant documents pertaining to the IPHGE which will be agreed upon at the start of the assignment. These will include a mapping and review of UNESCO Programme and Budget documents (C/5), UNESCO Medium-Term Strategy (C/4), project progress and monitoring reports, for past and ongoing projects, covered by Regular Programme and Extrabudgetary funds; self-assessment reports, external evaluations, relevant UNESCO publications and communication materials, review and analysis of relevant national policy documents, advocacy materials and events. The mapping and review should include the midterm evaluation, country team progress reports, past interviews, project proposals and project outputs and publications.
- **Interviews** to be conducted with UNESCO staff (at HQ, and field-level), representatives of USHMM and other relevant development partners (including UN partners), government officials and country team participants/stakeholders. The interviewees will be identified by the evaluation team based on the inventory, and together with the UNESCO ED Team during the evaluation process. Protocols for interviews will be developed by the evaluation team prior to the data collection phase.
- **Development/validation and refinement of an overall ToC for the IPHGE Programme** including the results pathways and its underlying assumptions, as well as an online ToC workshop with the designated evaluation reference group (ERG). **Online survey(s)** directed to groups of relevant stakeholders including UNESCO Member States and partners. For maximum outreach, all surveys will be disseminated in English and French at least and should be accessible by users of screen readers.
- **Data analysis** based on triangulation of gathered evidence and **formulation of preliminary findings as well as evaluation recommendations.**
- **Virtual meeting(s)** with UNESCO to conduct interviews and participate in workshops for presenting and discussing findings and recommendations.

Other methods and evaluation approaches that the evaluator(s) may propose. In line with UNESCO's Evaluation Policy (2022-29), the evaluation will have to comply with the United Nations Evaluation Group (UNEG) Norms and Standards for Evaluation, UNEG Guidelines for Integrating Human Rights and Gender Equality in Evaluations and UNEG Ethical Guidelines for Evaluation, and the UN Disability Strategy (UNDIS) . The evaluation



team will also have to ensure that ethical, human rights and gender equality principles are duly integrated at all stages of the evaluation process.

6. Roles and Responsibilities

Under the overall supervision of the Chief of the Global Citizenship and Peace Education Section and the direct supervision of the IPHGE Programme Specialist, UNESCO is responsible for the overall management of the evaluation and technical oversight of the deliverables, under the direct supervision of the IPHGE Programme Specialist.

Responsibilities of the evaluators include but are not limited to:

- a. Treating documents in a confidential manner;
- b. Returning all documents to UNESCO;
- c. Asking for permission before giving any information on the evaluation to third parties;
- d. Providing all logistics such as office space, telecommunication, the printing of documents, etc.;
- e. Ensuring availability for a briefing via teleconference with the IPHGE team before data collection;
- f. Situating the final evaluation of the programme within a holistic understanding of the context in which it operates;
- g. Maintaining positive relationships during all stakeholder interactions;
- h. Ensuring that the final evaluation and all interactions are grounded on ethical principles and on cultural sensitivity.

Responsibilities of UNESCO include but are not limited to:

- a. Providing key documents for review;
- b. Providing contract information and facilitating access to stakeholders and the participation of stakeholders during data collection;
- c. Ensuring availability of staff to cooperate with the evaluation team;
- d. Liaising with the Evaluation Reference Group to provide updates on evaluation progress;
- e. Liaising with the Evaluation Team and Evaluation Reference Group to schedule meetings and set deadlines for feedback.

An evaluation reference group shall accompany the evaluation process to guide the evaluation process, provide feedback and quality assurance on the draft deliverables including the inception and evaluation report.

The reference group will include representatives from UNESCO and USHMM. The reference group shall exchange/meet periodically and be consulted in the different stages of the evaluation, as appropriate.

7. Deliverables and Timeline

In close cooperation with UNESCO and the Museum, the contractor shall:

1. **Develop an inception report** to be presented at the inception meeting outlining the evaluation plan and matrix, a reconstructed Theory of Change, a detailed methodology and refined evaluation questions, to assess the three-year program, taking into consideration the program's M&E framework as well as M&E documentation gathered to date and submit it for UNESCO's and the Museum's review and input (10 pages, by 16 April 2025);
2. Based on the approved plan and matrix, **conduct the evaluation of the IPHGE program** and gather related data and findings in a comprehensive draft evaluation report, including reporting against the established program IPs, and qualitative assessment of project activities and their implementation. The report should also include recommendations for an effective continuation of the program. The contractor will also be requested to submit any related supporting documents (max 40 pages draft evaluation report excluding annexes and other supporting documents, by 27 June 2025);
3. Based on the recommendations of the evaluation report, review the ToC and the M&E framework, including the indicators of the anticipated program extension and provide recommendations and inputs to the program team at UNESCO and the USHMM (5 pages, 11 July 2025);
4. **The final evaluation report** should incorporate comments provided by the Evaluation Reference Group, be developed according to UNESCO IOS Evaluation Office template and quality guidelines, which will be provided at the onset of the evaluation. The evaluation team will edit for language, clarity and consistency. The main body of the report should not exceed 40 pages. It should also include an Executive Summary and Annexes. The final report

must comply with the [UNEG Evaluation Norms and Standards](#) and will be assessed against the [UNEG Quality Checklist for Evaluation Reports](#) by an external reviewer. The evaluation will refer to the [UNEG Guidance on Integrating Human Rights and Gender Equality in Evaluation](#);

5. **Dissemination/communication outputs** will be prepared to target various audiences, such as PowerPoint presentations to present insights/findings (following the Education Sector visibility guidelines), visuals and/or infographics to help present findings in an engaging manner, an evaluation brief (2-page synthesis of the main findings and recommendations from the evaluation), and any other products recommended by the contractor and to be agreed upon in the inception phase.

All deliverables should be prepared in English. The style should be simple and accessible to non-native English speakers. UNESCO's Style Manual should be applied: <http://unesdoc.unesco.org/images/0014/L001418/141812e.pdf>.

As per article XI.6 of the present contract, the author should provide UNESCO with written evidence of permission for UNESCO to reproduce or otherwise use the materials in the work in whatsoever form or language it is published by using the Permission Consent Form attached to this contract. The timeline of delivery is flexible, pending discussion. However, participation in the January meeting is mandatory and the evaluation must be completed by September 2025.

8. Deliverables

Date	Deliverable	Article
16/4/2025	Inception report including Evaluation plan and matrix	1
27/06/2025	Toc and draft valuation report	2
11/07/2025	Final evaluation report including Updated ToC and M&E framework, and agreed dissemination products	3,4, 5



The assignment will require an estimated 35 to 40 professional working days, and the assignment will be conducted remotely.

9. Required Qualifications

The call for proposal is open to **individual consultants with a legal entity, teams of individual consultants** (registered as a legal entity) and **companies** with the following profile.

The consultant /or at least one member of the consultant team /the team leader or senior consultant is **required** to have:

- Advanced university degrees in education, social sciences, humanities, international development, public policy or related fields. At least 7 years of international experience in evaluation development assistance projects/programmes
- At least 5 evaluations and/or projects/programmes successfully conducted in support of education in developing countries
- Experience with evaluations and/or projects/programmes successfully implemented with UNESCO and/or the UN System including World Bank Group (at least 3 examples of work)
- Demonstrated experience in evaluation methodologies and techniques, both qualitative and quantitative (at least 3 examples of work)
- Excellent analytical and demonstrated drafting skills in English: ability to collect and analyze information, to synthesize ideas and feedback and prepare reports in a clear and concise manner (demonstrated by at least 3 work examples)

For all team members:

- No previous involvement in the design and/or implementation of the activities under review

It is **desirable** for at least one team member to have:

- Experience with evaluations and/or projects/programmes successfully implemented in education of sensitive topics; (at least two work examples)

- Knowledge of the sphere of Holocaust and genocide education, as well as global citizenship education and peace education more broadly (at least one example)
- At least two examples of work demonstrating understanding and application of UN mandates in Human Rights and Gender Equality and/or of gender and culturally sensitive approaches in evaluation

10. Annexes

After the selection of the contractor, the evaluation coordination team will be available to provide all necessary documentation that can support the evaluation inception and process.

In addition to the project specific documents, additional evaluation documents will be shared, including:

- The Project document including detailed result framework and budget
- UNESCO Evaluation Manual
- UNESCO Evaluation Report Quality Checklist
- UNEG Guidance on Integrating Human Rights and Gender Equality in Evaluation
- UNEG Ethical Guidelines for Evaluation
- UNEG Norms and Standards

11. Submission Details

A technical proposal (workplan and approach), writing samples, information on consulting firm, CVs, as well as a table outlining how you meet the selection criteria must be submitted alongside the financial proposal.

Technical proposals are to be submitted in English will be assessed according to the following criteria:

- 1) The proposal reflects an adequate understanding of the background of the assignment, its objectives and the reasons for undertaking it;
- 2) The proposal reflects a feasible and sound methodology, considering the limitations and risks of each method they may use; and



- 3) The proposal indicates a realistic workplan with specific treatment of key deliverables and priorities.

Writing samples submitted will be assessed according to the following criteria:

- 1) Relevance to the evaluation to be undertaken;
- 2) Substantive quality of writing sample;
- 3) Coherence of arguments presented;
- 4) Effectiveness of the presentation of the findings and conclusions.

Qualifications of the consulting firm, the lead researcher and team will be assessed based on how they meet the qualifications and experience laid out above.

The contract will be awarded to the offeror that receives the highest score out of a pre-determined set of weighted technical and financial criteria as specified below.

Technical and financial evaluation	Points obtainable
Responsiveness to the ToRs	225
Deliverables and proposed work plan	225
Personnel	250
Financial Proposal	300
Total maximum points:	1000

Please send your financial and technical proposal (workplan and approach), and other requested materials by 21 February 2025, 23:59, Paris time to: s.lewin@unesco.org.