

UNICEF Sri Lanka

**Evaluation of the
Country Programme
(2018-2022)**

**Evaluation Report
Volume II (Annexes)**

30 December, 2021

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Annex 1.1 – Results Framework

Result Statement (from CPD)	Key progress Indicator	Target (2022)
EARLY CHILDHOOD By 2022, children under 5 in targeted areas benefit from improved access to quality healthcare and nutrition, protection and development opportunities in their home, care and preschool environments.	Percentage of children under five who are stunted	13
	Neonatal Mortality Rate	5.2 p/1000 live births
	Number of children (0-5 years) living in residential care	9,212
	Participation rate in organized learning one year before the official primary school age entrance	80%
1.1 By 2022, the Health, Nutrition and WASH service delivery systems provide quality healthcare, nutrition and WASH interventions for pregnant women and children under 5 from the most vulnerable families	Existence of national protocols for the management of SAM based on WHO standards	Score 5 (The national protocols for the management of SAM based on WHO standards (2013) have been finalized and endorsed by the government)
	Number of health facilities implementing maternal and neonatal health quality improvement (MNH QI) approach	15
	Existence of a national multi-sectoral social behaviour change communication strategy for nutrition, health, early stimulation and WASH focusing on the first 1000 days	Score 4 (The national protocols for the management of SAM based on WHO standards (2013) have been finalized.)
	Country achievement of validation for elimination of mother to child transmission of HIV and Syphilis	Score 4: The country maintains the EMTCT status
1.2 By 2022, a coordinated child protection system, including alternative care system, prevents and responds to violence, abuse and neglect of children in home, care and preschool environments	An alternative care policy in line with the 2009 Guidelines for the Alternative Care of Children is available in the country	Score 4 : Alternative care policy and costed action plan are available and there is a budget line.
	A National Child Protection Strategy is available	Score 3: Child protection policy is available and there is a costed action plan
	Data on most forms of violence, exploitation and abuse of children are collected through routine administrative sources	Score 3: National standards on data collection, reporting, and data flow processes on administrative sources of data on violence, exploitation and abuse of children is available.
	Number of districts that implement local protocols on case management and referral for the protection of children from violence, abuse and neglect	15 districts will be covered in 9 provinces (focus on expansion to all 9 Provinces)
	New Functional Social Service Workforce providing coordinated child protection and response services	Social Service Workforce functional in 63 GN divisions benefitting around 600 children from care and protection services
1.3 By 2022, national and sub-national government authorities enable comprehensive and developmentally appropriate	System Strengthening - Early learning - Existence of national policy, leadership and budget for early learning - score (1-4), see guidance	Score 3: Policy, leadership and budget. The education sector plan, an education law, directive or ECD policy has been adopted that mandates the provision of free pre-

Result Statement (from CPD)	Key progress Indicator	Target (2022)
early learning and school readiness		primary education before primary school (as evidenced by official documentation e.g. education law, directive, policy, Education Sector Plan). An institutional anchor for pre-primary education has been established to provide and coordinate pre-primary education (i.e. MOE or another ministry). Budget allocation is inadequate/limited and does not meet the needs of the population. Most of the elements of the policy are implemented nationwide.
	System Strengthening - Early learning - Existence of quality teaching and learning environments for early learning - score (1-4), see guidance	Score 3: Teaching and learning environment. Teachers receive training on some (but not all) components of child-centered pedagogy. The curriculum is holistic, links to the primary curriculum and/or to any day-care/early years' curriculum can be improved. Classroom material lists include age appropriate books, toys /play things and learning materials, materials. They are available in two thirds of preschools nationwide. Most classrooms are designed as per pre-established standards that ensure adequate learning space. There are mechanisms or programs for engaging parents in pre-primary education, but only some parents actively engage in these programs.
	System Strengthening - Early learning - Early learning policy and early learning programme including quality early learning curriculum and standards - score (1-4), see guidance	Score 3:Early learning curriculum is independent of primary school curriculum. Children are not taught using active learning. Standards are implemented into a quality observation checklist, however, the data is not disaggregated and/or it is not gathered from all ECE centres. The standards do not address all topics listed in Score 4.
1.4 Children aged 0-5 years and their families most affected by the disaster have improved access to health, nutrition and WASH services	Number of health facilities that received UNICEF support to maintain essential maternal, newborn and child health services since COVID-19 disruptions; disaggregated by type of support [COVID]	5 hospitals

Result Statement (from CPD)	Key progress Indicator	Target (2022)
that are life-saving, facilitate recovery and build resilience to promote a return to normalcy after an emergency	Number of Community Health Workers receiving support to maintain essential maternal, newborn and child health services since COVID-19 disruptions; disaggregated by type of support. [COVID]	5,000
	Number of health centers (clinics, hospitals, etc.) equipped with WASH facilities in the reporting year only, as a result of UNICEF direct support [COVID]	
	Number of government facilities and other public spaces consistently applying IPC protocols developed with UNICEF-support in the reporting year [COVID]	
	NEW : Number of health facilities equipped with adequate cold chain equipment to receive the COVID-19 vaccine	AWP states TBD
MIDDLE CHILDHOOD By 2022, girls and boys aged 5-9, especially the most deprived, benefit from healthy, nurturing, protective environments and live free from violence.	Percentage of children (5-9 years) who are stunted (moderate and severe) (estimates are taken at 5 and 9 years only)	5yrs: 6% 9ys: 5.5%
	Percentage of children 5-14 years who have experienced violent disciplinary practices by an adult member of the household during the past month (standard RAM outcome indicator)	15% decrease
	Percentage of students who obtained 70 and above marks in the grade 5 scholarship examination in targeted provinces	5% increase for each province
2.1 By 2022, the Health and Nutrition service delivery systems provide quality healthcare, WASH and nutrition interventions for girls and boys aged 5-9, especially the most deprived	Number of Communities implementing water safety plans (DEACTIVATED)	
	Proportion of frontline healthcare workers and primary school teachers competent to share knowledge and promote best practices on safe drinking water and safely managed sanitation together with hygiene among children under aged 5 to 9 and caregivers (DEACTIVATED)	
	Proportion of schools implementing health, nutrition and WASH promotion school programmes according to national guidelines (DEACTIVATED)	
	Availability of a school health and nutrition policy	No information in AWP for 2022
	Availability of tested models on climate-resilient water supply systems that promote water safety and security	Score 4: Continued advocacy for climate resilient water supply systems in the country based on documentation of the climate-resilient model and best practices
	Availability of baseline information on safely managed water supply (SDG indicator 6.1) at household level	Score 3 (The national protocols for the management of SAM based on WHO standards (2013) have been drafted.)
2.2 By 2022, children and families have capacity to prevent violence and abuse in home and school settings.	Country has a functioning, national, multi-sectoral, multi-stakeholder coordination mechanism tasked with overseeing national plans or strategies to prevent and respond to violence against children and adolescents, with child and adolescent participation.	Available

Result Statement (from CPD)	Key progress Indicator	Target (2022)
	Percentage of adults interviewed in target districts who know of and support laws regarding - Corporal punishment in the home and in school; - Minimum age of marriage (DEACTIVATED)	
	Parenting programmes implemented: - Home visiting; - Parent education	Score 3: implemented systematically as a pilot
	Life-skills/social development and bullying prevention programmes implemented for children	Score 3: implemented systematically as a pilot
2.3 By 2022, the education system provides holistic and child-centred learning and development in primary schools.	System Strengthening - Learning assessment - Existence of a well-functioning classroom assessment system, including for early grades	Score 4: Classroom Assessment. There is strong system-wide institutional capacity to support and ensure the quality of school-based classroom assessment practices, including in early grades. The inspection and supervision system is strong. There is a formal system-level document that provides guidelines for classroom assessment. There is a variety of system-level mechanisms to ensure that teachers develop skills in classroom assessment. There are varied and systematic mechanisms in place to monitor the quality of classroom assessment practices. There is effective use of classroom assessment information to improve learning outcomes.
	System Strengthening - Teachers - The quality of national systems for school leadership	Score 2: School leadership: Principals' training and job descriptions require them to focus primarily on administrative tasks, but instructional leadership (e.g. curriculum and pedagogy support and evaluation of teacher performance) is also included. Principals' performance evaluations focus on administrative management.
	Number of schools with primary sections in targeted provinces implementing the multilevel pedagogy model	1,000
2.4 Children aged 6-9 years and their families most affected by the disaster have improved access to education services that facilitate recovery and build resilience to promote a return to normalcy after an emergency	Number of children reached with pre-primary, primary and secondary online/distance education lesson with UNICEF support in the reporting year [COVID]	TBD
	Number of teachers trained to provide distance support to learners with UNICEF support in the reporting year [COVID]	TBD

Result Statement (from CPD)	Key progress Indicator	Target (2022)
	Number of children provided with teaching and learning materials to support home study in short term school closures with UNICEF support in the reporting year [COVID]	TBD
ADOLESCENTS By 2022, adolescent boys and girls, especially the most deprived, live free from violence, have capability to reach their full potential and contribute to a cohesive and resilient society.	Teenage pregnancy rate by age	3.90%
	Average time taken for legal trial related to children cases reduced to 1 year	Within 1 year
	Net enrolment rates in secondary education for children (15-16 years)	90%
3.1 By 2022, the health and nutrition service delivery systems provide quality healthcare, nutrition and WASH interventions for adolescent girls and boys, especially the most deprived	Availability of a comprehensive package of teaching/learning materials for school administrators and teachers on Menstrual Hygiene Management in schools	Score 3 (The national protocols for the management of SAM based on WHO standards (2013) have been drafted.)
	Availability of baseline information on WASH in health care facilities (SDG indicators 6.1 and 6.2) as part of the Health Information Management System (HMIS)	Score 3 (The national protocols for the management of SAM based on WHO standards (2013) have been drafted.)
3.2 By 2022, the justice for children mechanisms offer timely, quality and comprehensive justice services for all adolescent girls and boys, including the most deprived and young people have the opportunity to participate in decisions affecting their lives	Police Women and Children desks operate according to Child and Women friendly guidelines	Score 3: At least 50 % women and children desk police officers trained on these guidelines
	National normative framework exists to enable diversion of children in conflict with law	Yes - the framework is approved and implementation has begun
	Existence of a strengthened system for adolescent participation	Score 3 : Implementation of adolescent participation road map
3.3 The education system is strengthened to promote peace, reconciliation and resilience among adolescent girls and boys.	System Strengthening - Skills - National curricula and training support the mainstreaming of skills development within the national system - score (1-4), see guidance	Score 3: Curricula and training. The skills needed for at least two of the following objectives: learning, personal empowerment, employability and active citizenship are integrated in national curricula and are delivered through two of the following: curricular, co-curricular and extra-curricular approaches..
	National Action Plan on Education for Peace and Reconciliation developed and implemented	Action plan available, costed, implemented and monitored
3.4 Children aged 10-18 years and their families most affected by the disaster have improved access to child protection services that facilitate recovery and build resilience to promote a return to normalcy after an emergency.	Number of social service workers trained on specific knowledge and skills to deliver essential services during the COVID-19 pandemic with UNICEF support in the reporting year [COVID]	150 social service workers including NCPA , CRPO and POs
	Status of alternative care policies and programmes adapted to respond to the COVID-19 Pandemic [COVID]	150 children without parental or family care provided with appropriate alternative care arrangements
By 2022, children and adolescents in Sri Lanka,	Per capita social spending on basic services (education and health)	20,172 LKR/per capita (5% increase from BL)

Result Statement (from CPD)	Key progress Indicator	Target (2022)
including the most deprived, have their human rights protected and benefit from effective child-sensitive social protection system	Number of children covered by social-protection systems	3.045 million children (5% increase from BL)
4.1 National and subnational government and civil society advance and monitor child rights for most deprived children	National independent coordinating mechanism responsible for overseeing the implementation of international treaty body recommendations on child rights is in place	Commission functioning.
	Percentage of recommendations of the CRC Concluding Observations 2018 raised by UNICEF through its advocacy work	50%
4.2 Government M&E and information management system progressively generate and use evidence to address the situation of children in Sri Lanka	National evaluation policy approved and respective action plan in place and operational	Costed action plan implemented.
	National government measures child poverty in all its forms.	Upcoming HIES includes indicators necessary for measuring child poverty.
4.3 Social sector ministries and sub-national governments have the capacity to develop and implement child-responsive budgets	Share of the national budget on education (disaggregated by pre-primary / primary / secondary)	TBD
	Share of the national budget on health	TBD
4.4 The Government has the capacity to provide efficient and effective social protection services to the most deprived girls and boys	Public spending on social protection from domestic resources as a proportion of national budget	TBD
	Social protection systems/programmes include emergency prevention preparedness and response	Yes
Programme Effectiveness: Country programmes are efficiently designed, coordinated, managed and supported to meet quality programming standards in achieving results for children	Percentage of Work Plans with completed Results Assessment Matrices that contain SMART indicators, baselines, targets and source of information	100%
	The country programme, including theory of change, remains coherent and relevant in an evolving context	Key country programme documents are updated and can be evaluated
	Content and knowledge managed more effectively across the office to promote work efficiencies and stronger collaboration between work areas	
Output 5.1: Programme Coordination - Deputy Representative UNICEF staff and partners are provided guidance, tools and resources to effectively design and manage programmes	Time taken to disburse Direct Cash Transfers through National Treasury to Government partners ** Difference between the date of the funds disbursed to Treasury from UNICEF and date of the funds disbursed out of the treasury	< 1 month
Output 5.2: External Relations/Communications Advocacy & Partnerships UNICEF staff and partners are provided tools, guidance and resources for effective communication on child rights issues with stakeholders	Supporter Engagement: Number of people reached on UNICEF Social Media Channels	29,000,000
	Supporter Engagement: Maximum potential reach in traditional media	10,000,000
	Supporter Engagement: Number of followers across all UNICEF Social Media Channels	530,000

Result Statement (from CPD)	Key progress Indicator	Target (2022)
Output 5.3: Programme Planning and Monitoring UNICEF staff and partners are provided guidance, tools and resources to effectively plan and monitor programmes	Supporter Engagements: Number of people who take action in support of UNICEF (petitions, volunteering, etc.) - Engagements	5,250,000
	Signed Annual Workplan available	MYWP2021-2022 signed by GoSL
	% completion of the current IMEP	at least 75% of items planned for 2021 completed by 31 December 2022
	Proportion of active outputs (RR/ORR funded) with current year planned budget amounts equal to or higher than the corresponding current year allocation (unfunded >= 0)	100% unfunded >= 0
	Value and proportion of OR (ORR and ORE) funds not utilised before grant expiration in current year	<1%
	% of donor reports submitted on time to the donor	100%
Output 5.4: UNICEF staff and partners are provided tools, guidance and resources for effective communication on child rights issues with stakeholders.	Number of initiatives that engage civil society partners and/or coalitions to advocate together with UNICEF for children	4
	Amount in Private Sector Funds raised	\$300,000-Corporate sector. \$50,000-Individual Giving
Output 5.5: Cross-Sectoral programme Strategies to address cross-cutting issues related to child rights are developed and applied.	Emergency Preparedness Score	High emergency preparedness (composite score >80)
	Generation and use of social, behavioral and communication data and evidence meeting quality standards for informing and monitoring C4D strategies in country programme priorities	Intermediate utilization of social and behavior evidence (50%)
	Communication and community engagement platforms/ mechanisms supported by UNICEF meet quality standards across development priorities	Strong platforms for engagement (75%)
Operational effectiveness	% of global simplification initiatives completed for the year	100%
	% overall satisfaction with quality of services provided by Operations	>80%
	Estimated savings/reduction in transaction costs by working together with other UN Agencies	USD 30,000
Governance and Systems	Priority results for year are identified and AMP with relevant annexes is completed and shared with all staff and Regional Office	Q1 of 2022
	SLCO Risk Register in place / updated	ERM Risk Register updated in Q1 and Q3 2022
	Matrix Management Structure is in place	Matrix Management Structure is operational
	All GSS Action Plan activities implemented as per the timeframe	All GSS Action Plan activities implemented in the given time-frame
	New % progress of building common premises within UN Compound as per agreed timeframe	100%

Result Statement (from CPD)	Key progress Indicator	Target (2022)
Financial and Administrative Management	% of staff who feel that positive changes in the workplace culture are happening	At least 85% of staff feel positive changes are happening
	% of utilization of Country Office Funds (RR, ORR, ORE, BMA) against annual budget allocation	100%
	Number of GSSC rejections per month	0
	Vehicle tracking and fuel management system installed and operational	Vehicle tracking and fuel management system implemented
Human Resources Management	The percentage of learning activities from CO's Learning and Training Plan implemented by 31 December	90%
	Percentage of action points from JCC meetings completed before the next meeting or within the agreed time frame	100%
	% PER completion in Achieve by 28th Feb of following year	100%
	Gender diversity (% of females to total staff)	50%
Operations Support to Programme Delivery	% implementation of the annual Supply Plan	90%
Special Purpose	All UNICEF Offices are SRMM compliant	100%

1.

Annex 1.2 - Terms of Reference

Country Programme Evaluation of the UNICEF Sri Lanka Country Programme 2018-2022

1. BACKGROUND AND JUSTIFICATION

Country Programme Evaluation rationale

The UNICEF-Government of Sri Lanka Country Programme 2018 – 2022.

The country programme document (CPD) was approved by the Executive Board in 2017 with an aggregate indicative budget of \$4,735,000 from regular resources, subject to the availability of funds, and \$52,500,000 in other resources, subject to the availability of specific-purpose contributions.

Revised UNICEF Evaluation Policy issued by in 2018 requires Country Programmes (CP) to undergo a Country Programme Evaluation (CPE) at least once every two programme cycles or once in a programme cycle if monitoring and audit information points to a significant shift in the programming context or a significant increase in the level of risks. The last Country Programme Evaluation (CPE) for Sri Lanka was for the 2002-2006 cycle, and therefore the current CPE is planned for mid-2021 with a view to allow the findings and recommendations to feed in the development of the next Country Programme 2023-2027.

Intended utilisation of the Country Programme Evaluation

In 2021, the Country Programme is in its second last year of the implementation cycle. Parallel to the Country Programme Evaluation, the Country Office (CO) is preparing for the next Country Programme cycle, with several related exercises either completed or on-going (such as the Country Programme Evaluability Assessment, Gender Programmatic Review, the Situation Analysis). The intended results of the evaluation will be available for the development and fine-tuning of the objectives, components and strategies for the new Country Programme, which will cover the period 2023-2027.

2. THE SRI LANKA COUNTRY PROGRAMME (2018-2022) AND PROGRAMMING CONTEXT

Brief description of programming context (non-conclusive)

Sri Lanka is an island located in the Indian Ocean southwest of the Bay of Bengal with a population of 21,8 million¹. The child population under 18 years of age is about 6.2 million. Sri Lanka is a middle-income nation with a GDP per capita of USD 3,852 (Central Bank, 2019). Poverty headcount ratio at national poverty lines is at 4 per cent (HIES, 2016). About a quarter of the population lives just above the official poverty line and is extremely vulnerable to economic shocks. The effect of the COVID-19 pandemic has no doubt increased poverty levels of the population, although the extent is not known (see further below on WB estimates). Sri Lanka so

¹ Annual Report, Central Bank 2019

far has traditionally been measuring monetary poverty and the poverty line currently used for the estimation is outdated. On the other hand, many countries in line with SDG1 has moved to measure the multidimensional nature of poverty. To this end, Unicef SLCO together with the Department of Census and Statistics has taken an initiative to estimate this critical piece of data. This exercise was conducted as part of the Household Income and Expenditure Survey 2019. Although delayed due to Covid 19, several rounds of technical discussions surrounding the estimation has taken place and the intention is to complete this exercise by end 2021.

HEALTH: Sri Lanka is considered distinct in SAR with impressive health indicators. Maternal mortality ratio (MMR), Neonatal mortality rate (NMR), Infant mortality rate (IMR), and the under-five mortality rates (U5MR) are among the lowest in the region. This can be attributed to the comprehensive obstetric care facilities that are available for all mothers through the widely distributed hospital network; 99% of mothers deliver in a hospital and among them 95% in a specialist facility². However, despite achieving high intervention coverage, these mortality rates have been stagnant over a decade, diminishing the possibility of the country achieving the country specific SDG targets by 2030. It is worth noting despite provision of universal basic health, out-of-pocket expenditure on health in Sri Lanka is high (around 50 per cent) and has been increasing since 2014.

NUTRITION: Nutrition in children under 5 years remains a major public health problem in Sri Lanka with high and persistent levels of malnutrition in the country. The 2016 DHS showed that among children under 5, 15% are wasted and 17% are stunted, with the Joint Malnutrition Estimates (2021) indicating that Sri Lanka remains the 7th most malnourished country in the world and the second-worst country in the South Asia region for wasting among children under 5. In addition, low birth weight also continues to be a significant public health concern at 15.7%, as indicated in the DHS, and is associated with a higher risk of morbidity, stunting in childhood, and long term developmental and physical ill-health (including growth and cardiovascular effects). It also indicates poor maternal nutrition. Moreover, among school-aged children, problems due to under and over-nutrition are both evident. Key challenges include inequitable access to key preventive and curative health and nutrition services, including for mental health and adolescent sexual and reproductive health, and emerging concerns related to increasing levels of non-communicable diseases and overweight/obesity (State of the world's children 2019).

WASH: Access to safe drinking water is 80.5% in Sri Lanka (Census of Population and Housing, 2012). Only 54% of the population have access to pipe-borne safe drinking water (HIES, 2016) and there is no data available on water treatment for the balance 60% of households, where the main water source is shallow groundwater. The water resources of the country are heavily challenged by the effects of climate change. While that is a major issue, Sri Lanka's improved sanitation coverage reaches 92% of the population. However, piped sewerage is available only to 2% of the population which is extremely concerning. Additionally, data on the quality of sanitation services and handwashing with soap behaviour are also not available.

EDUCATION: Sri Lanka has near universal access in primary education with gender parity. The general education system is supported by free education, free textbooks, school uniforms, mid-day meals, publicly financed scholarships, etc. However, national level data masks the persistent, significant disparities in access, quality and management/finance across all education levels, and there remain critical gaps between policies and implementation, which has hampered a child's holistic development, as well as learning and skills acquisition to reach his/her full potential in alignment with the SDG 4 goals. Further, strong parental demands and significant out-of-pocket expenditures for exam-oriented tuition classes (many undertaken by the same school teachers) drive continued challenges in the accountability of a school system in achieving equitable, quality education, and puts pressure on households and children who have little free time left. Only around 60% of children participate in preschools, which lack consistent quality standards. There is a mismatch between education, labour market needs and the aspiration of adolescents, for which a critical gap in transversal skills development remains as a key challenge.

² Annual Report on Family Health, 2018

CHILD PROTECTION; SOCIAL POLICY AND CHILD RIGHTS:

Ensuring a protective, caring and safe environment for children remains one of the key challenges for Sri Lanka. According to government reports, violence against children is on the rise, with 2,068 cases reported in 2014 and over 12,000 cases in 2015, an increase partly due to increased reporting. Corporal punishment, while illegal, is practiced in schools and accepted by parents. The country's child-protection system lacks the necessary framework, capacity and resources to prevent the abuse, neglect and exploitation of children and to provide timely responses.

While the Government recognises that it is necessary to provide families with income security, the current social protection system –which, to a large extent, comprises of the Samurdhi poor relief programme – has not been designed to effectively address the needs of children. Transfer values are low and exclusion errors are high, with most children – including over half of the poorest children – excluded from Samurdhi. Despite provision of universal basic health care, Sri Lanka has yet to establish the other key pillars of a Social Protection Floor. COVID-19 made visible how most families are indeed vulnerable, and highlighted the crucial need for a modern, inclusive social protection system. The WB estimates an increase of 27% in the \$3.20 poverty rate, compared to 2019.

Sri Lanka ratified the UNCRC in 1992 and then approved a National Children's Charter (NCC) to aid its implementation. The NCC provides for the establishment of a National Monitoring Committee (NMC), which, even though established, functions only close to reporting periods. The latest (2018) Concluding Observations of the UN Committee on the Rights of the Child highlight five key areas of concern in Sri Lanka: (i) violence, (ii) sexual exploitation and abuse, (iii) economic exploitation, (iv) administration of juvenile justice, and (v) reconciliation, truth and justice.

Some key indicators for Sri Lanka

Indicator	Value	Year	Source
Neonatal mortality	6 per 1,000 live births	2015	Registrar General
Stunting in under-five children	17.3%	2016	Demographic Health Survey (DHS)
Number of children (0-5 years) living in residential care	10,632 children in 379 residential care homes	2019	Census
ECE (% of children aged 3-4 years who attend a pre-school or an ECDC)	60.1%	2016	Household Income & Expenditure Survey (HIES)
Secondary education net enrolment (15-16 years)	86%	2016	Estimates based on HIES

Country Programme Design

The UNICEF Sri Lanka 2018-2022 Country Programme is guided by a Theory of Change that is based on investing in the critical windows of early childhood and adolescence *to contribute to increased cognitive capital which in turn will support Sri Lanka's sustainable development.*

The Country Programme has three converging outcome areas and two supporting and overarching outcome areas. Each of the outcome areas have their own respective Theory of Change narration with a detailed Results and Resources Framework aligning results and resources). The three converging outcome areas are structured to support the internal coordination in a child-centred manner, reflecting the life-cycle approach. These outcome areas are:

(a) Early Childhood (EC): with an outcome statement: *new-borns/infants and their mothers, and young children under 5 in targeted areas have improved access to quality care, protection and development opportunities in their home, care and preschool environment.*

(b) Middle Childhood (6-9 years old): *girls and boys of primary school age realize their rights to good health, and to appropriate cognitive and physical development supported by appropriate care, development and learning services.*

(c) Adolescence (10-19 years old) – *adolescent girls and boys receive quality education, have access to adolescent-sensitive and protective services, and reliable information.*

The two overarching programme outcome areas are (d) Social Policy and Child Rights Monitoring, to ensure *that children and adolescents in Sri Lanka, including the most deprived, have their human rights protected and benefit from effective child-sensitive social protection system*, and (e) Programme Effectiveness to ensure that the country programme is efficiently designed, monitored, managed, evaluated and supported to meet equitable and quality programming standards in achieving results.

UNICEF Sri Lanka 2018-2022 Country Programme is guided by a broader Theory of Change according to which *UNICEF's investment in the critical windows of early childhood and adolescence will contribute to increased cognitive capital³, which in turn will support Sri Lanka's sustainable development and progress towards upper-middle income country status.* This also provides the overarching goal for the Country Programme.

The Programme Strategy Note(s) developed in 2016 describe programming at three different levels: upstream – referring to the national level; midstream referring to the sub-national (provincial and district) and downstream referring to the community level (parents, caregivers, immediate service providers, children and adolescents themselves etc.). The Programme documents also describe a strategic shift from more emergency, service delivery- focused implementation logic to an upstream policy-influencing and advocacy type work aligning broadly with UNICEF's programming approaches in middle-income countries.

Aligned with the UNSDF (**sustainable Development Framework**) for Sri Lanka and consistent with the UNICEF Strategic Plan 2018- 2022 strategic emphasis was to be given to the following intervention strategies across all programme components: (a) strengthening systems to improve the delivery of essential services to the most disadvantaged children and promoting demand for services and social norms; (b) leveraging resources for children, including by influencing the domestic planning, financing and delivery of services for children; and (c) supporting children and adolescents as agents of change.

Nevertheless, like for most UNICEF programme countries, 2020 changed the programming context dramatically. While the initial programme design underlined a strategic shift to more upstream programming, the pandemic shifted the focus critically on adaptation and response programming throughout 2020 and likely well into 2022 - which will be last year of the CPD. Further, the 2019 Easter bombings and major political transition and constitutional changes heavily impacted programming.

³ Cognitive capital defined as the complete set of intellectual, socioemotional and executive-function skills that enable creativity, flexibility and the ability to work collaboratively (Noble DJ, Blight S, Fajth G, et al.)

3. COUNTRY PROGRAMME EVALUATION OBJECTIVES, PURPOSE AND ENQUIRY AREAS:

The purpose of the CPE is threefold:

- To inform programme design and support managerial decision-taking at country office level in preparation of the next the country programme. Recommendations are to be provided which must be specific enough that necessary actions can be determined in response.
- To foster organizational learning about what works and does not work, especially in areas where the country programme components have not achieved the results and how the life-cycle approach has impacted the effectiveness of delivering results.
- To support accountability by providing an independent assessment of how selected results were achieved (or not) and the factors that contributed to the achievement or lack of, as UNICEF has an accountability to design and implement programmes at a standard of excellence..

The overall objectives of the CPE are:

- Provide an independent assessment of the *relevance* of the country programme, focusing on specific predetermined programmatic areas - to local needs and context;
- Provide an independent assessment of results achieved - focusing on specific programmatic areas - and explanatory factors for their achievement (*effectiveness*)
- Provide an independent assessment of the internal and external *coherence* of the programmatic focus areas and whether UNICEF is well positioned to play a strategic role to advance the (UNICEF and National) goals in the country.
- Provide an assessment of the life cycles approach as an effective tool for implementing the country programme

Key evaluation criteria and enquiry areas: Towards the achievement of these overall objectives, the CPE is meant to look at:

Dimensions of Effectiveness

- a) To what extent has UNICEF programming managed to reach the most disadvantaged sections of the communities to improve the lives of children and women and what evidence is collected on the same? The focus will be on early childhood nutrition; violence against children for middle childhood; education system strengthening to promote social cohesion, peace, reconciliation and resilience, as well as activities related to disaster reduction, resilience, and climate change for adolescents. In addition these question will examine social policy for social protection.
- b) To what extent were programme (/intermediate results) delivered and did they contribute to progress towards the stated programme outcomes? These questions will also focus on the areas stated in a above.
- c) What are the major factors, including challenges influencing the achievement and non-achievement of the Country Programme outcomes? (e.g. external factors - political, social economic etc, internal factors – quantity, quality, timeliness of delivery etc.) What influence did these factors have on achievement (or not) of Country Programme outcomes? Were there factors outside of UNICEF's control which had an impact of the implementation of the Country Programme? One major factor to explore will be whether the CO architecture (zonal offices, staff profiles, etc.) has been optimized for effective delivery.
- d) Were there positive/negative unintended outcomes? Are the any lessons to take forward to the next country programming period??
- e) How 'sustainable' are the designed programs undertaken by program sections? And does the program design/architecture facilitate sustainability to be measured?

- f) How efficient was the country office program delivery in terms of timeliness and resource utilization?

Dimensions of Relevance

- a) To what extent are the programmes implemented for early childhood, middle childhood, and adolescence adequate to address the needs of children in Sri Lanka? To what extent has UNICEF ensured that the needs of children, adolescents and young people, especially the most marginalised, been taken into account in the planning and implementation of programmes? To what extent did the program planning take into account the government priorities and policies? How consultative was the process of Country Program Development and implementation? To what extent was the program donor/funds driven?
- b) To what extent has the Country Office been able to adapt key programming strategies to changes in needs of the most vulnerable and priorities caused by changes in context and government priorities, particularly following and during Covid-19? How have these changes affected resource allocation**
- c) What critical interventions or result areas have been missing or received little attention in the country programming in light of national priorities and UNICEF's mandate, and initial funding gap?
- d) Is UNICEF operating in its areas of comparative strength and advantages considering the array of other actors? This question to consider both downstream and upstream engagements. did the country office have the right staff and field presence structure to support the set program priorities?
- e) Are there programming areas where development partners and national stakeholders are better positioned for institutional strengthening and UNICEF should consider reducing or ceasing its efforts?

Dimensions of Coherence (internal & external)

- a) To what extent are the objectives of UNICEF's country programme consistent with the priorities set in national policy and development goal frameworks?
- b) Does the life cycle approach enhance or limit coherence with priorities set in national policy frameworks and in the relevant UNICEF?
- c) To what extent are equity concerns, human rights and gender equality consistently integrated in all aspects of programming and implementation, including policy and advocacy?
- d) Did the Country Office's strategic approach to address the challenges of equity and gender equality play a complementary role to that of Government and other development actors, e.g. linking UNICEF initiatives to government policies or coordination of development actors?
- e) Did UNICEF harness the synergetic effects of partnering with other UN Agencies, and how effective have these joint programmes been in supporting the achievement of the national development goals?

Dimensions Specific to the Life Cycle Approach

- a. To what extent was the life cycle approach implemented as planned? What aspects were fully implemented as planned and what aspects were not? Why were any aspects not implemented?
- b. How adequate was the life cycles approach in meeting the outcomes and outputs articulated in the country document? Was the life cycle approach the right approach in achieving outcomes and operationalizing the country programme? To what extent did it ensure equity and meeting needs of the most vulnerable?

- c. To what extent did the life cycle approach enable internal coordination and coherence across sectors? How was the approach coordinated across thematic areas and sections?
 - d. What challenges were faced in implementing the life cycle approach?
 - e. What more could have been done to make implementation of the life cycle approach more successful?
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4. SCOPE OF WORK:

- i. Theory of Change for the Country Program. While the Theory of Change for the Country Programme) will be explored, the CP will focus on the theory of change for the areas that will be Changes in the TOC across the cycle, including the extent to which these changes were implemented and the extent to which the implemented TOC is relevant to meet the needs of children will be explored.
 - ii. Results levels: The CPE is not meant to be an assessment of the full results framework. It therefore will not look at all results achieved (or not) from all components of the CPD, but focus on the results areas noted above in the section on effectiveness. These areas were agreed upon during consultations with the country office. They were perceived to be the core focus areas of the country office at each phase of the life cycle. The Sri Lanka CPD articulates the following five components: a) Programme Component 1: Early Childhood; b) Programme Component 2: Middle Childhood; 3) Programme Component 3: Adolescence; 4) Programme Component 4: Social Policy and child monitoring; 5) Programme component 5: Programme Effectiveness.

Focus will be placed on interventions with
 1. Programme Component 1 – with a focus on childhood nutrition (output 1.1)
 2. Programme Component 2 – with a focus on Violence against children programming (output 2.2)
 3. Programme Component 3 – Education system strengthening to promote social cohesion, peace, reconciliation, resilience(output 3.3) and activities related to disaster reduction, resilience, and climate change(output 3.4)
 4. Programme Component 4 – with a focus on to what extent UNICEF has supported the Government capacity to provide efficient and effective social protection services to most deprived girls and boys (output 4.4)
 - iii. Geographic and chronological scope: The principal focus will be on the present country programme from 2018 to the on-going penultimate year of the cycle. Information pre-dating this period should be considered insofar as it illuminates issues in the current programme. The scope of the evaluation will be national but is also expected to have a strong focus on how the programming is in the poorest and remotest areas. Specific focus will be paid to districts where the above selected programmes converge.
 - iv. Participants: Because a critical purpose of the evaluation is to inform UNICEF's next country programme, UNICEF stakeholders at country and regional level will be primarily involved in the design and governance of the evaluation, while the province and district levels at the country will be engaged in the implementation and data collection for the evaluation. Given that the evaluation has a focus on the positioning of UNICEF and its Country Programme, the consultation of external stakeholders is critical to addressing the evaluation questions.
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5. DURATION AND TIMELINE:

Note: The timeline will be adjusted to conform with the starting date of the contract awarded the winning bidder/team should that process extend beyond the starting date noted next.

	Period	Expected focus/Deliverables of the assignment	Other elements to be aware of or link to
1	Inception period: July 2021	<ul style="list-style-type: none"> ▪ Development of the approach, including all tools to be used in full. Deliverable 1 drafted [Inception Report] ▪ Presentation to and acceptance of the approach by the supervisor(s) ▪ Contact with involved stakeholders; preparation for data gathering and analysis efforts ▪ Data gathering and analysis may begin in conjunction with the inception effort, e.g. interviews with key informants can cover their contribution to the main content. 	<ul style="list-style-type: none"> ❖ Evaluation Reference Committee (ERG) formed ❖ UNICEF and other stakeholders are contacted to secure cooperation for the effort ❖ Documentation and data relevant to the country programme implementation is compiled on the CPE repository shared folder, accessible to the evaluation team
2	Field work and analysis: July-August 2021	<ul style="list-style-type: none"> ▪ In-country work is expected; duration 2-3 weeks. This may be waived due to COVID, allowing for all virtual data collection ▪ Data collection; data analysis ▪ Presentation of preliminary findings for discussion and validation with UNICEF, GoSL, and national partners. 	<ul style="list-style-type: none"> ❖ CP SOPs for data collection during COVID
3	Draft final report and validation (August – September)	<ul style="list-style-type: none"> ▪ Drafts prepared final report deliverables ▪ Recommendations fully developed and discussed with reference group and key stakeholders ▪ Virtual meetings held with those who will receive or employ the deliverables 	<ul style="list-style-type: none"> ❖ Dissemination and utilisation strategy to be implemented as soon as deliverables (final report) are received – initial recommendations and lessons learned to be ready for the Strategic Moment of Reflection mid-September 2021.
4	Final report submission September-October 2021	<ul style="list-style-type: none"> ▪ All deliverables completed by due date 	<ul style="list-style-type: none"> ❖ UNICEF-Adapted UNEG Reporting Guidelines & Geros Quality Assurance Standards

6. WORKING LOCATIONS:

The evaluation work will be mostly relying on remote data collection methods. Field work and F2F data collection in country is to be assessed viz. the ongoing Covid-19 situation. No international travel is planned or budgeted for this evaluation.

7. METHODOLOGY:

The section below describes the proposed methods to be used in implementing the CPE. The methodology described below is not intended to be conclusive. Therefore, the team of consultants will be required to enhance and tailor it in agreement with UNICEF ROSA during the inception process.

Desk Reviews from existing evaluations, studies and reports: The desk review should review the evaluations – including the UNSDF related ones, studies and research conducted during the programme cycle. In addition, other planning and reporting documents including the CPD, SiTan (both the 2017 version and the one currently under development), programme strategy notes, rolling work plans, annual reports and others key planning and monitoring documents. In particular, desk review will play an important role in answering questions related to results achieved by the CO as well as the CO contribution to country and UNSDF priorities.

Abstraction and review of UNICEF administrative and reporting data (RAM, SMQs, other scorecard/Dashboard data from inSight): UNICEF can provide data from its administrative information systems that are used for planning, monitoring, reporting and performance management for use in this CPE. These will be used to further assess results in specified areas can be used to map and analyze achievement

Key Informant Interviews: A selected number of key informant interviews will be conducted to answer questions around relevance. Given the short time frame for implementation of the CPE, prioritization of who to interview will be conducted in collaboration with ROSA and the CO. Key informant interviews will include those with UNICEF CO and ROSA staff, government, non-government and other implementing partners. To prioritize who to interview, a mapping of partners will be developed, from which key stakeholders will be selected for the interviews.

Brief Perception Survey via Survey Monkey/equivalent: In addition to the above, data will be collected from some stakeholders using a survey. This will ensure that more stakeholders than those who can be interviewed using the key informant interviews are reached. The survey also will primarily focus on issues of positioning and relevance as described in the sections above.

It is not expected that primary data will need to be collected from end beneficiaries among the population. However, efforts should be made to include representatives of beneficiaries.

8. DELIVERABLES:

Inception Period Products

An inception report that presents the complete methodology approach to conducting the work, with all tools fully drafted. All design issues under discussion to that point to be answered, any revisions to the issues and questions, and issues of reference group role and supervisory quality assurance. The evaluation team will be provided the necessary guidance on Inception Report and Final Report formats.

End of Assignment Final Products

Final Report with key findings, conclusions, recommendations and lessons. This report to include chapters based on the question clusters presented in this TOR.

A stand-alone perception survey of major stakeholder groups [government, implementing partners, private sector organizations etc] of the roles that UNICEF is best designed to play (or not play) in support of optimal positioning of UNICEF in the national development context during the next country programme cycle.

PowerPoint: A visually compelling presentation to provide an evaluation brief for UNICEF, GoSL and other stakeholders

Data archive: Data gathered in the exercise is transferred in an organized archive that will permit follow-on users to replicate or extend the analysis. Suitable care to be taken in assuring the anonymity of respondents.

Important notes:

- Monitoring deliverables about work progress are not listed but will be periodically required.
- Page limits, if any, to be established during the inception period. In general, the final product should follow the UNICEF GEROS evaluation quality assurance guidance and standards. A high value will be placed on products that communicate well with different audiences. Thus, infographics, PowerPoints, and other products may be fully integrated into the reports or may be proposed as complementary end products.

9. NORMS AND STANDARDS:

The evaluation will be conducted in full compliance with the UNEG norms and standards, including:

- United Nations Evaluation Group (UNEG) Norms and Standards for Evaluation in the UN System, 2016
- UNEG Ethical Guideline 2020
- UNICEF 2021 Procedure on Ethics to conduct Research, Evaluation, Data Collection and Analysis

The final report is expected to meet the UNICEF-adapted UNEG Evaluation reports standards as well as benchmarks used in UNICEF's Global Evaluation Reports Oversight System (GEROS). All the guidance documents will be part of the contract of the evaluator/team.

Annex 1.3 - Evaluation Design Matrix

Key evaluation criteria/enquiry areas	Evaluation sub-questions	Indicators of success	Information required and source(s)
RELEVANCE			
<ul style="list-style-type: none"> To what extent are the actions implemented for early childhood, middle childhood, and adolescence and social policy adequate to address the needs of children in Sri Lanka? <p>Two level analysis.</p> <ul style="list-style-type: none"> ➤ Are the interventions for each stage of the lifecycle right for the needs? ➤ Are the interventions for each selected focus area relevant and adequate? 	<ul style="list-style-type: none"> How did UNICEF engage with stakeholders to ensure that the programme supports the needs of the children, adolescents and young people – especially the most marginalized? (with supporting evidence) How aligned are the programmatic interventions with the national development agenda? What is the process followed to ensure that the national needs are reflected in the UNICEF programme? (process of consultation to seek the views and aspiration of the stakeholders, synergy with Government Policy etc.) To what extent did the UNICEF programme support the Peacebuilding Priority Plan of Sri Lanka? In the current programme cycle, has there been any significant changes to the Government strategies and priorities which are not covered by UNICEF programmes? (particularly with reference to change of Government in 2019) How did the UNICEF programme respond to external changes and shocks, in particular COVID-19 pandemic? What are the influences of donors, via funding, on maintaining the programme focus of UNICEF? Has UNICEF changed its priorities based on funding available, or was UNICEF compelled not to undertake priority actions due to unavailability of donor funds? What more could be done to enhance UNICEF programme consistency with national strategies and plans? How well are the current programmatic actions reflecting the needs identified in SitAn of 2017? What critical interventions or result areas are missing in the programming? 	<ul style="list-style-type: none"> Programme synergy with Government's national and provincial priorities; and with needs documented in the SitAn. Key constituencies and geographies are represented in the programme focus; Adaptation of UNICEF focus with changing situations in the country/Government 	<p>Secondary Information Sources</p> <ul style="list-style-type: none"> Situation Analysis, 2017 Country Programme Document and CPAP; Results Framework for the current cycle; Common country analysis -pillars; Minutes of CMT; Programme Strategy Notes; Strategic Management Notes <p>Key Informant Interviews</p> <ul style="list-style-type: none"> Ministry of Health & Nutrition; Ministry of Women and Child Affairs; Dept. of Probation; Ministry of Foreign Affairs (UNICEF Desk Officer) Finance Commission Ministry of Education; National Institute of Education; Relevant provincial ministries/ departments; State Ministry of <i>Samurdhi</i> UN Agencies CSO partners UNICEF staff <p>Perception Survey</p>
<p>To what extent has the SLO been able to adapt key programming strategies to changes in needs of the most vulnerable</p>	<ul style="list-style-type: none"> What are the key areas of interventions most affected by COVID-19 pandemic? 		

Key evaluation criteria/enquiry areas	Evaluation sub-questions	Indicators of success	Information required and source(s)
and priorities caused following and during Covid-19?	<ul style="list-style-type: none"> Has the pandemic reversed any gains of the current programme? What actions, if any, taken to mitigate these reversals? How have these changes affected resource allocation? 		
Is UNICEF operating in its areas of comparative strength and advantages?	<ul style="list-style-type: none"> Do comparative strength and advantages hold true for both upstream and downstream engagements? Is the national and provincial coverage appropriate or are their other geographic areas needing more attention? Are the staff and field presence structure adequate? 		
Are there programming areas where development partners and national stakeholders are better positioned for institutional strengthening and UNICEF should consider reducing or ceasing its efforts?	<ul style="list-style-type: none"> Are there other actors better suited to undertake work in the specific areas of UNICEF focus? What is UNICEF's comparative advantage? Are there any specific areas of work that is less performing than expected, because of competition from others or inadequate capacity within UNICEF? 		
EFFECTIVENESS (FOCUS ON OUTPUTS 1.1; 2.2; 3.3; 3.4; 4.4)			
What is the reach of the UNICEF results in relation to the most marginalised, and are they documented well?	<ul style="list-style-type: none"> To what extent has programming managed to reach the most disadvantaged sections of society and what evidence has been collected on the same? What are the key successes in the programme areas? Have they been evaluated? What are the main challenges in implementation? Any mitigatory actions taken? What are the improvements to the institutions and people targeted by the interventions? Have the most vulnerable, disadvantaged, and marginalised population benefitted? 	<ul style="list-style-type: none"> Achievement of the results to benefit the target audience; The results are to the expected quality and are delivered in a timely manner. The planning, monitoring and reporting are to the expected quality and standards 	<p>Secondary Information Sources</p> <ul style="list-style-type: none"> UNICEF Annual Reports and Programme achievement reports Performance Reports of the relevant Government agencies; Lessons learnt <p>Key Informant Interviews (with those who are directly involved in implementation)</p> <ul style="list-style-type: none"> Nutrition Division & Maternal & Child Care Division, Dept. of Health Dept. of Probation National Institute of Education; Relevant provincial ministries/ departments; Disaster Risk Management Secretariat; <i>Samurdhi</i> Department;
To what extent outputs were delivered to the standards expected and how do they contribute towards achieving outcomes? [With emphasis on the five targeted outputs (1.1 – nutrition; 2.2 – VAC; 3.3 –	<ul style="list-style-type: none"> To what extent were key results in the CP achieved, and did they contribute to Outcome level changes? Assess the quality, quantity and timeliness of delivery; What were the external factors (political, socio-economic, funding) that had a bearing on delivery? What influence did these factors have on achievement 		

Key evaluation criteria/enquiry areas	Evaluation sub-questions	Indicators of success	Information required and source(s)
Peacebuilding and social cohesion; 3.4 – DRR, and 4.4 – Social Protection]]	<p>or otherwise of outcomes? Were there any factors outside the control of UNICEF which had an impact on the implementation of the CP? Were there any mitigatory actions in place to overcome the challenges?</p> <ul style="list-style-type: none"> • Is there an M&E Plan? Was it followed across all Sections/Thematic areas? • Are RBM tools used across the programme for planning, monitoring and reporting? What are the successes and failures? Any reasons for failures? • How strong are the partnerships with the implementing Government agencies? How did these partnerships work during COVID-19 pandemic? What is the level of ownership of interventions by the Government? 		<ul style="list-style-type: none"> • District Secretaries/Representatives • Implementing CSO partners • UNICEF staff <p>Perception Survey</p>
Are the current structure and capacity conducive to effective delivery? If not, are there any changes required?	<ul style="list-style-type: none"> • Is the Country Office architecture optimised for delivery of this CPD in all its facets? • Are there effective means of coordination and technical exchange between CO and Zonal Office to support delivery? What are the good examples? • Are there any capacity constraints within the Government agencies to effectively partner UNICEF in programme implementation? • How effective have been the capacity enhancement of the Government agencies? Any good examples? 		
What are the positive/negative unintended outcomes?	<ul style="list-style-type: none"> • Are there any lessons to be taken to the planning of the next CP? 		
How 'sustainable' are the interventions undertaken?	<ul style="list-style-type: none"> • How are the successes in the identified outputs continued by the partners? • What are the constraints for taking these efforts forward? What are the mitigatory actions taken? 		
How efficient was the Country Office programme delivery in terms of timeliness and resource utilisation?	<ul style="list-style-type: none"> • Has the Country Office succeeded in securing the funds for activities in the identified outputs? If not, how were the activities completed? • What are the indicators of 'value for money' in delivery relating to the identified outputs? 		

COHERENCE

Key evaluation criteria/enquiry areas	Evaluation sub-questions	Indicators of success	Information required and source(s)
How does the UNICEF interventions fit within the overall priorities set in national policy and development goal frameworks?	<ul style="list-style-type: none"> Any examples of interventions that are replicated and funds leveraged for work elsewhere in the country. 	<ul style="list-style-type: none"> UNICEF is consistent with the priorities of Government and UNCDF UNICEF's work fits well within the Government's framework. UNICEF's comparative advantage in the programme areas UNICEF builds on previous successes (scaling up) 	<p>Secondary Information Sources</p> <ul style="list-style-type: none"> UNICEF Annual Reports Evaluation Reports <p>Key Informant Interviews (with those who are directly involved in implementation)</p> <ul style="list-style-type: none"> Nutrition and Maternal and Child care Divisions, Dept. of Health & Nutrition Dept. of Probation National Institute of Education; Relevant provincial ministries/ departments; Implementing CSO Partners; District Secretaries/Representatives Other partner UN Agencies Relevant UNICEF Staff <p>Perception Survey</p>
Did UNICEF harness the synergetic effects of partnering with other UN Agencies in the same context, and how effective have these joint programmes been in complementing or harmonizing with other interventions while avoiding duplication of efforts?	<ul style="list-style-type: none"> Seek example of synergistic actions that have helped to achieve the overall objective of the CP. Is there duplication of efforts by different agencies? How has joint programming with other UN agencies helped? What is the value addition? 		
How well are the principles of coherence understood within the UNICEF, as opposed to institution-centric perspectives?	<ul style="list-style-type: none"> What are the perspectives of UNICEF staff in joint programming? What are the difficulties, if any? What action are needed to improve coherence? 		
Did the Country Office's strategic approach to address the challenges of equity and gender equality in programme design and implementation?	<ul style="list-style-type: none"> What are the best practices in equity and gender equality in programme implementation? To what extent are equity concerns, human rights and gender equality integrated in all aspects of programming? Seek examples of Government and other actors complementing UNICEF's approaches in equity and gender equality. 		
LIFE CYCLE APPROACH			
Was the life cycle approach implemented as planned?	<ul style="list-style-type: none"> How well is the life cycle approach understood? What aspects were fully implemented/partially implemented/and/or not implemented? What are the reasons for not implementing some aspects? 	<ul style="list-style-type: none"> Value of the LCA in improving the implementation of the Programme 	<p>Secondary Information Sources</p> <ul style="list-style-type: none"> RBM Reports <p>Key Informant Interviews</p> <ul style="list-style-type: none"> UNICEF staff including Outcome Leaders
Does the life cycle approach (LCA) enhance or limit coherence with priorities set in national policy frameworks?	<ul style="list-style-type: none"> How well has LCA helped in integrating UNICEF's interventions to address the needs of the Government? 		

Key evaluation criteria/enquiry areas	Evaluation sub-questions	Indicators of success	Information required and source(s)
How adequate was the life cycles approach in meeting the outcomes and outputs articulated in the country document?	<ul style="list-style-type: none"> • Was the life cycle approach the right approach in achieving outcomes and operationalizing the country programme? • Any specific perspectives on advantages or disadvantages, particularly in relation to meeting the needs of the most vulnerable? 		
To what extent did the life cycle approach enable internal coordination and coherence across sectors?	<ul style="list-style-type: none"> • How is the LCA coordinated between UNICEF's Sections and Zonal Offices? 		
What challenges were faced in implementing the life cycle approach?	<ul style="list-style-type: none"> • Seek examples of challenges. • What more could be done to make the LCA more successful? 		

Annex 1.4 – Analysis of Rights holders and Duty bearers

Stakeholder	Rights/Responsibilities
Rights holders (beneficiaries)	
Children (Early Childhood, Middle Childhood, Adolescence)	Be aware that all children have the same right to develop their potentials. [Get involved in the children's participation and ensure voice of the children in the social, cultural, political spheres of life].
Parents and care givers	Parents and primary caregivers work as protectors of children's rights and guides/mentors of children. Also, develop their capacities to meet their obligations towards children.
Men and women (communities)	Be aware of the rights of the children and capacities to work towards operationalizing a rights-based approach. Be empowered as rights-holders to analyze and take action to solve the problems of children in their communities and claim and exercise citizen rights for protection of children Be aware that communities and local societies as full actors in their own development rather than as passive participants.
Duty Bearers -State Actors	
Social Policy/Child protection	
National Planning Department	Ensure favourable social policies which influence the allocation of government resources in the national budgets for children and women. Support decentralized planning in this regard.
Finance Commission	Ensure balance allocation of resources among sectors and provinces to benefit children and women
Department of Census and Statistics	Ensure availability of data and information for decision-making in the implementation of policies and other instruments for child poverty monitoring and make available segregated data to monitor child poverty indicators and make child rights sensitive programming decisions.
Ministry of Women and Child Development	Ensure functioning monitoring system for obligations under CRC and CEDAW conventions (national and provincial). Ensure that the duty bearers are sufficiently competent to fulfil their obligations under CRC and CEDAW to protect the rights of the children [the poorest, weakest, most marginalized and the vulnerable]. Identify and monitor issues of exclusion and injustice to children as central concerns in the dialogue with national and provincial partners/actors.
Dept. of Probation and Child Care	Ensure implementation of legal instruments childcare activities in the homes, childcare institutional environments and educate and empower right holders and especially ensure child rights promotion among different target groups (national and provincial)
National Child Protection Authority	Work consistently towards ending denials or violations of rights of children and women, empowerment of rights holders to ensure implementation of child protection policies, legal instruments and monitoring and preventive actions for violation of child rights and violations against children so that most deprived children are benefited from protective environments and are able to live free from violence (national and provincial).

Stakeholder	Rights/Responsibilities
National Secretariat for Early Childhood Development	ECD is promoted as a comprehensive approach to benefit early childhood and their parents and caregivers and pre-school teachers so that they pay attention to aspects such as early childhood nutrition, socialization and environmental sanitation in homes and communities and contribute to fulfilment of the child's rights and develop their full cognitive, emotional, social and physical potentials (national and provincial).
Department of <i>Samurdhi</i> Development	Ensure implementation of the pro-poor relief programmes of the government. Reach the poor families and benefit and address the needs of children. Maintain a single registry on total number vulnerable families/people entitled to social security benefits. Ensure a proper exit strategy for the subsidy recipients once elevated to the higher income level. Increase transfer values to benefit the vast majority of poor children who are currently excluded from <i>Samurdhi</i> benefits (national and provincial).
Provincial Councils, Northern, Eastern and Uva provinces	Ensures that children and women benefit from overall provincial policies and statutes and citizen friendly budgeting and resource allocations (ensure that marginalized, remote or excluded have equal access to their rights). Ensure views of the children are taken into account through active engagement and participation Provide comprehensive understanding of the problems at hand and their causes and consequences relating to children (provincial)
Attorney General's Department	Ensure implementation of legal obligations for protection of children in a practical and sustainable manner (national).
Climate Change Secretariat and Disaster management Centre	Ensure CCDRR policies are implemented to benefit children affected by disasters (national and provincial).
Nutrition	
Ministry of health -Family Health Bureau and Nutrition Division	Ensure children (early childhood) and mothers in the target areas benefit from quality healthcare and nutrition, protection and development opportunities in their home, care and preschool environments (national and provincial).
Education	
State Ministry of Education Reforms, Open Universities and Distance Learning Promotion	Educational reforms benefits children (national and provincial).
Ministry of Education	Ensure that educational curricula provide children knowledge on peace education and reconciliation, psychosocial support and counselling (national and provincial)
National institute of Education	Support the implementation of educational reforms and project's interventions on Social Cohesion and DRR and develop capacity of teachers to undertake this work (national and provincial).
University Grant commission	Address causes of ragging and violence to ensure violence free environment in the university system (national)
Provincial Department of Education, Northern, Eastern, Uva and Central Provinces	Ensures that adolescent girls and boys, especially the most deprived, live free from violence, have capability to reach their full potential and educational achievements and contribute to a cohesive and resilient society. children benefit from provincial educational policies and activities especially transversal skills, Psychosocial and Counselling and, Social Cohesion

Stakeholder	Rights/Responsibilities
Non-state actors	
Save the Children World Vision Child Fund -Sri Lanka and others	<ul style="list-style-type: none"> • Mobilize and empower children and their families (who are poor) as key actors in their development and claim their rights; • Ensure right based and child-centred approach to development, in which outside support should be catalytic and supportive to people's own efforts; • Ensure advocacy for internalization of human rights values so that they form the inescapable basis of addressing structural causes discriminating children and women; • Educate right holders that situation of children cannot change for the better without rightsholders' ownership; • Advocate for favourable policy changes; • Use a combination of support and advocacy to urge the government departments/ministries to make basic rights are ensured and services accessible and affordable for all children

Annex 1.5 – Desk Review Summary (Effectiveness)

Progress in reaching output and outcome targets

The analysis below covers all focus areas (outputs) selected for the evaluation, and reviews progress towards the results defined in the CPD and PSNs. Relevant indicators at outcome level are also included. The analysis in this Annex is based on a desk review of available documentation – primarily annual reports (including RAM) and internal monitoring sheets, complemented by updated data from outside UNICEF where possible.

Focus area 1: Childhood nutrition

The table below shows the CPD/PSN targets and progress for childhood nutrition at outcome and output levels.

Outcome 1. Early Childhood	
By 2022, children under 5 in targeted areas benefit from improved access to quality healthcare, nutrition, protection and development opportunities in their home, care and preschool environments.	
Relevant outcome indicators	Reported progress
Percentage of children under five years of age who are stunted (moderate and severe)	The baseline in CPD/PSN was 10.5 per cent, and the target for 2022 is 8 per cent, citing Family Health Bureau Report as means of verification. A stunting prevalence of 10.5 can be found in the 2014 Annual Report of FHB, subsequent annual reports have found a steady, but slow, decline in stunting. The most recent annual report available (2018) estimates it at 8.9 per cent. While there is a reduction, the delay in the annual reports mean that by 2022, there will perhaps only be a 2019 report to use, which is just two years after the CP started. An Excel sheet developed by the CO to track progress on outcomes and outputs uses a different baseline; from the 2016 DHS of 17 per cent (the DHS results were not available when the CPD was developed). In the same sheet, the 2022 target is set at 13 per cent. It is unlikely that another DHS will be done in time for the 2022 endline, which means that it might be difficult to measure target achievement. There are no recent national data on stunting rates, though it is widely believed that COVID-19 and lockdown measures have worsened the nutrition situation in the country, due to reduced family income and increased food insecurity. A study in urban Colombo showed a 34 per cent increase in child wasting. ⁴
Output 1.1: By 2022, the health and nutrition service delivery systems provide quality healthcare, WASH and nutrition interventions for pregnant women and children under 5 from the most vulnerable families.	
Relevant indicators⁵	Reported progress
Existence of national protocols for the management of SAM based on WHO standards	The protocols existed in draft form in 2017 (baseline). In 2018 they were finalized with technical support from UNICEF and in 2019 the CO reported achieving the 2022 target – that the protocols were finalized and endorsed by Government (National Guidelines on Management of Severe and Moderate Acute Malnutrition for health providers, including an electronic version).
Existence of a national multi-sectoral social behavior change communication strategy for nutrition,	The baseline was that no such strategy existed; the target for 2022 is that it is finalized. In 2018, a ToR for formative research had been developed with MoH on drivers of wasting, reflecting the need for more information to explain the very high wasting rates despite decades of investment in childhood nutrition. In 2019 it was reported that the Ministry had commenced development of the BCC strategy. The formative research, which

⁴ 2020 Annual Report, Narrative.

⁵ There was an additional indicator on district level monitoring in the CPAP, however it is not in the PSN and not included here.

health, early stimulation and WASH focusing on the first 1000 days.	is to inform the IYCF strategy with the BCC component, did not complete in 2020, due to COVID-19. It is expected to finish in 2021, and UNICEF will support the BCC component in 2021/22, which may still be in time for reaching the CPD target.
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Other achievements/challenges

In 2018, UNICEF SL provided technical support for the development of the Multi-Sectoral Action Plan for Nutrition (MSAPN) 2018-2025. In partnership with WB, UNICEF also launched the SUN (Scaling-Up Nutrition) Development Partners Network, towards improved coordination and promotion of nutrition on the national development agenda. In 2019, UNICEF with WB conducted a Public Expenditure Review for Nutrition, looking at historical trends of GoSL spending on nutrition-related interventions, providing evidence for greater government investment. Recommendations were jointly presented to the President in 2020, leading the Government to commit to allocate in the 2021 budget an additional SL rupees 1,500 million to produce Triposha (a supplementary food for children under five and pregnant mothers).

At the start of the country programme, access to services at local district hospitals for children with severe acute malnutrition (SAM) was limited; the expansion of services was prevented by lack of policy consensus. In 2019, treatment services were still only available at specialist hospitals with pediatricians. UNICEF SL undertook a field visit with FHB to Northern and Eastern Provinces to evaluate the capacity of hospitals to provide treatment, which led to consensus in decentralizing outpatient care for SAM (without medical complications) to divisional hospitals in targeted areas with low coverage of pediatricians.

A key challenge is the lack of data on SAM/MAM service coverage and effectiveness of treatment. In 2019, UNICEF supported the participation of MoH data management focal points in a global technical consultation on a core set of standardized nutrition indicators. This resulted in commitment by MoH in 2020 to revise current nutrition indicators and include a new set that improved data use and analysis.

Summary

Looking only at the two specific outputs, the progress seems on track: One is already achieved and the other slightly delayed. In terms of the SAM protocols, the target might have been too modest, as it was achieved already in 2019. Since there is a year and a half left of the CP, the CO could revise the target and aim beyond mere existence to use of the protocols (or evidence of the protocols making a difference in actual treatment, possibly in a limited geographic area).

The potential for the largely upstream UNICEF investments in nutrition to significantly influence the stunting prevalence during the course of the CP seems limited. In very concrete terms, there is no direct link from government-approved protocols and existence of a BCC strategy to changes in stunting. Neither of the outputs require actual use or implementation of the tools, not even on a local scale. In the result framework there appears to be no strong links with partners doing more downstream work to reduce undernutrition, which could have boosted the effect (use) of new standards and protocols. As seen above, measurement of the national stunting prevalence for the 2022 endline might be a challenge. Considering the progress in extending access to treatment in the Northern and Eastern provinces, one option might be to measure changes in nutrition indicators in these areas only (though perhaps wasting more than stunting, as the time period may not be long enough to pick up change in stunting).

Focus area 2: Violence against children

The table below shows the CPD targets and progress in preventing violence against children at outcome and output levels.

Outcome 2: Middle childhood	
By 2022, children (5-9 years), especially the most deprived, benefit from healthy, nurturing, protective environments and live free from violence.	
Relevant outcome indicators	Reported progress
Percentage of girls and boys (5 ⁶ -14 years) who have experienced violent disciplinary practices by an adult member of the household during the past month.	The CPD states that the baseline will be determined through a KAP survey to be conducted in 2017, accompanied by another endline KAP in 2021. The target for the period is a 25 per cent decrease in incidence. The baseline KAP was never undertaken, and reporting up to 2020 state that there are no updated data available. This outcome is unlikely to be measured/measurable by the end of the country programme.
Output 2.2 By 2022, children and families have the capacity to prevent violence and abuse in home and school settings.	
Relevant indicators	Reported progress
There is a functioning, national, multi-sectoral, multi-stakeholder coordination mechanism (e.g. taskforce or coalition) tasked with overseeing national plans or strategies to prevent and respond to violence against children and adolescents, with child and adolescent participation.	The baseline and target for this indicator is a simple “no” and “yes”. In 2018, the mechanism was reported to be in place but in need of staffing. In 2019, the NPA of the NPEVAC (National Partnership to end Violence against Children) was adopted by the MoWCA, UNICEF provided technical inputs as well as advocacy with the Ministry. The country programme target would seem achieved, but in 2020 it proved difficult to keep the mechanism alive, due to overlapping mandates of key Government institutions and changes in key line ministries following the elections. It was to “remain a priority for UNICEF in 2021”, though it’s status seems to be somewhat off track, with no clear strategy as to how to reinvigorate (or if that is even the best strategy for coordination and push for the EVAC agenda).
Parenting programmes implemented: Home visiting; and parent education	The baseline in the PSN is that none are implemented, and the target for 2022 is that these are implemented systematically as a pilot (more than a few isolated times, but less than on a large scale). In 2018 the SLCO reported reaching 268 parents in the Northern and Eastern provinces with positive parenting programmes, where post-test surveys indicated an increase in knowledge of parenting skills from 34 to 44 per cent. In 2019 a Positive Parenting manual was developed. The following year a roll out plan was made but only partially implemented. A handbook on positive discipline for teachers and parents was developed (same as the manual?), and behavior change programmes were to be a key focus in 2021. By 2020, it seems that progress towards home visiting and parent education is still limited, while the content is ready, the consumption is mostly online.
Life-skills/social development and bullying prevention programmes implemented for children	The baseline in the PSN is that it is not implemented, and the target for 2022 is that it is implemented systematically as a pilot (more than a few isolated times, but less than on a large scale). In 2018, UNICEF adapted to local context two international programmes that aim to reduce peer to peer violence: PATHS (Hong Kong Polytechnic University) focuses on lifeskills development; Parivartan, the second program, adapted by the International Center for Research on Women, promotes gender equity and non-violent attitudes among boys through sports. Both programs’ curricula were available in Sinhala and Tamil by the end of 2018. In 2019, UNICEF provided technical and financial support to piloting PATHS in three

⁶ The age group in the CPD for this outcome is 1-14, while the CPAP/PSN uses 5-14. Neither is fully aligned with the age group for the middle childhood outcome.

	<p>schools in the Northern Province. The pilot demonstrated that there is a 25 per cent increase in the levels of bonding between the participating children (n=54) after the intervention. UNICEF also conducted a study on bullying among schoolchildren, the first comprehensive study on this in Sri Lanka. Almost half (47%) had experienced bullying. In 2020, PATHS implementation continued, targeting adolescents aged 12-14 (reaching 2,200). Due to COVID-19, the rollout including a planned evaluation to assess impact (a baseline survey had earlier captured key behavior indicators), was postponed to 2021. Results will feed into advocacy to scale up in different settings (home, school, institutional care). Overall the progress seems to be on track for 2022, despite the COVID-19 pandemic.</p>
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Other achievements/challenges

UNICEF supported MoWCA in 2018 to develop a national plan of action towards ending violence against children, covering issues such as strengthening/developing mechanisms that prevent and protect children from violence, including access to services, with a focus on corporal punishment, sexual abuse and exploitation and online safety. The NPA also outlines the roles of different government and non-government agencies towards a more coordinated approach. The NPA was approved in 2019. In 2019 UNICEF also supported an inter-ministerial cabinet paper on the prohibition of corporal punishment. Once adopted, the Government will be able to bring in legislation that will prohibit corporal punishment in all settings. UNICEF also supported MoE to conduct a study on bullying in schools in 2018.

In introducing PATHS, several lessons were learned: For one, the importance of local partnerships for adequate cultural sensitivity: the Colombo-based NGO was chosen based on technical expertise, but lacked presence in that area. It was proposed that another partnership with a local NGO could compliment the work of the technical NGO delivering the programme, and in 2020 PATHS was being rolled out in collaboration with a local NGO. It was also found to be critical to engage government from the outset, as their lack of ownership posed challenges in the proposed scale up of the programme to other schools in the country. The collaboration with UNICEF Innocenti contributed substantially to the quality and design of the bullying research, giving credibility and weight to the evidence generated.

Under Outcome 1 Early Childhood, Output 1.2 on improving the national child protection system, there is an indicator on data related to VAC: "Data on most forms of violence, exploitation and abuse of children are collected through routine administrative sources". The target for 2022 is that national guidelines on indicators and administrative sources of such data is available, including national standards on data collection, reporting and data flow processes. In 2019, it was reported that individual government departments have their own database to collect this information according to their mandates, and there being no centralized data base to put all the data in one place. Nothing was reported in 2020.

Summary

Progress towards stated goals for this focus area is somewhat strained: One output was achieved but is now inactive (the national partnership), and the remaining two outputs are delayed. In terms of measurement, there are several issues to be noted.

There is no baseline for the outcome indicator on VAC by a household member, and an endline KAP as planned will have little information value vis-à-vis the country programme. Using administrative data as a proxy could be an alternative (with obvious limitations, including that

of increased/decreased reporting blurring the real incidence rate), though there does not seem to be any such administrative data at a national level combining the different departments' reporting systems – or no significant progress on that up until 2020, as seen above.

That the limited piloting of parenting and lifeskills programmes will influence the national incidence rate of VAC in the household in 5 years is optimistic. In addition, this outcome creates a need for national data in an area that is generally poor in terms of data availability - meaning that baseline/endline surveys are necessary, despite UNICEF's investment being on a very limited scale and perhaps not warranting national surveys to track effect of input. Such surveys, if undertaken, would in reality be more useful for situation monitoring than CPD monitoring, and ideally not be implemented by UNICEF on its own as a monitoring tool, but in partnership with others and more as an end in itself (engaging different government departments, agreeing on shared definitions and testing indicators, and so on towards better data collection on VAC in administrative reporting systems). At sub-national levels, it is possible that there could be a local reduction in VAC in the geographic areas where UNICEF is piloting the life skills and/or parenting programmes, and at least for the PATHS pilot, there appears to be pre-intervention data collected.

Focus area 3: Education system strengthening to promote social cohesion, peace, reconciliation, resilience⁷.

The table below shows the CPD targets and progress in education to promote social cohesion, peace, reconciliation, resilience.

Outcome 3: Adolescence	
By 2022, adolescents, especially the most deprived, live free from violence, have the capability to reach their full potential and contribute to a cohesive and resilient society.	
Relevant outcome indicators	Progress
Net enrolment rates in secondary education for children (15-16 years)	The baseline was 86 per cent (Household Income and Expenditure Survey/HIES, 2013), with a target of 90 per cent in 2022 (to be measured through HIES). There is no reporting on this indicator during the three first three years of the country programme, however UNESCO reports an increase to 89 in 2017 and 91 in 2018 (and has 85 per cent for 2011, so the 2011/2012 data point is similar). ⁸ Based on the UNESCO data, the outcome target is reached, though it was in fact achieved before the country programme started.
Output 3.3 The education system is strengthened to promote peace, reconciliation and resilience among adolescent girls and boys.	
Relevant indicators	Progress
National Action Plan on Education for Peace and Reconciliation developed and implemented	The baseline is that the plan is not available, the endline target is that it is available, costed, implemented and monitored. In 2018 the SLCO reported that the action plan was available, in 2019 it was partially implemented, overall progress on track. Progress was noted to be slow due to frequent change of key technical staff and lack of capacity at the Peace Education and Reconciliation Unit in the MoE.
Extent to which national curricula and training support the mainstreaming of skills development within the national system	Baseline: score 2, target score 3. The CO reported a score 2 in 2018 and 2.5 in 2019. The definition of these scores is quite complex (see below). By 2019, UNICEF reported having started discussions with the National Education Commission, MoE and the NIE to integrate skills development into the mainstream school curriculum. UNICEF will use the upcoming reforms as an entry point for this. Through a pilot programme,

⁷ Output 3.4 has been introduced only in 2020; thus it is not analysed in detail.

⁸ UNESCO Institute for Statistics, Country: Sri Lanka: <http://uis.unesco.org/en/country/lk>

	<p>UNICEF has started work with NIE to enhance teacher capacity on delivering the Civic Education Subject.</p> <p>Score 2: The skills needed for at least two of the following objectives: learning, personal empowerment, employability and active citizenship are integrated in national curricula and are delivered through one of the following: curricular, co-curricular and extra-curricular approaches. There is no assessment of skills. These skills are not or only very partially part of teacher pre-service training. Only limited guidance and/or in-service teacher training opportunities are available to support their implementation (2018).</p> <p>Score 3: Curricula and training. The skills needed for at least two of the following objectives: learning, personal empowerment, employability and active citizenship are integrated in national curricula and are delivered through two of the following: curricular, co-curricular and extra-curricular approaches. There is only limited assessment of skills. There are guidelines and both pre-service and in-service teacher training opportunities to support implementation in early learning centers, schools, youth centers, child-friendly spaces etc., but gaps remain.</p>
<p>Community engagement support the mainstreaming of skills development within the national system</p>	<p>Baseline was score 2, and target for 2022 is score 3. In 2019 the CO reported no progress on this indicator. Community mobilization towards skills development had not yet begun, though demand creation is incorporated into relevant programme designs.</p>

Annex 1.6 – List of key Documents

UNICEF Internal Documents

Current CPD and related planning documents

- Situation Analysis 2016, UNICEF Sri Lanka
- Draft CPD (to the Board) 2018-2022, UNICEF Sri Lanka (2018-2022)
- Country Programme Action Plan (CPAP) 2018-2022, UNICEF Sri Lanka
- Visual presentation of results matrix, internal document, UNICEF Sri Lanka 2020
- Program Strategy Notes: ECD, middle childhood, adolescents, prog effectiveness, social policy 2017 and updated versions
- Country Programme Costed Evaluation Plan, 2018-2022

Programme management and implementation

- CMT (Country Management Team) meeting minutes (2018, 2019, 2020, 2021 Feb)
- Work Plans: CP; CSD; DRR; Education; Social Policy; 3 zonal offices (2018-2019, 2020, 2021-2022)
- Integrated Monitoring and Evaluation Plan (IMEP); 2018-2019, 2020, 2021-2022
- Evaluability assessment, 2019

Performance monitoring

- Annual report: End of year results summary - Narrative (2018, 2019, 2020)
- Resource Allocation Matrix (RAM) Outcome and Output ratings with latest progress RAM (2018, 2019)
- RAM Country Programme Full Approved Report (2020)
- PDF Annual Report public version (2020)
- Strategic Management Questions (SMQs) (2018, 2019, 2020)

Evaluations, studies and research

- Catalytic support to peace building in Sri Lanka; IPID (2010) (Education)
- Evaluation of the child-centred multi-level approach to teaching and learning in Sri Lanka; Cambridge Education, 2020 (Education)
- Promoting reconciliation in Sri Lanka UNDP/UNICEF/WHO, IPID, 2021 (Education)
- Promoting social cohesion through music education; The Good Practice Group, 2019 (Education)
- Estimating the prevalence and drivers of bullying in four provinces of Sri Lanka; UNICEF, KANTAR, Ministry of Education, 2019 (Child Protection)
- Impact of COVID-19 on Protection of Children in Sri Lanka; NCPA, World Vision, UNICEF, 2020 (Child Protection)
- A qualitative research design: Child trafficking in Sri Lanka; Save the Children, 2020 (Child Protection)
- Child Rights in Transitional Justice Processes in Sri Lanka, UNICEF SL (Child Protection)
- Functional Assessment of the Social Services Workforce in Sri Lanka associated with the Protection of Children; IPID (Child Protection)
- A situational analysis of female genital mutilation (FGM) in Sri Lanka; UNWOMEN, UNICEF, UNFPA, OHCHR, 2019 (Child Protection)
- Training and development opportunities for Child Protection Social Work in Sri Lanka; 2019 (Child Protection)
- COVID-19 Crisis Household Impact; United Nations Sri Lanka Telephone Survey Rounds 1-5 (May 2020-October 2021) (Social Policy)
- U-report: Sri Lanka Covid-19 Rapid Assessment April 2020 (COVID-19)

- Impact of COVID-19: Rapid needs assessment for religious leaders (COVID-19)

Other

- COVID-19 Education fact-finding rapid assessment (2020)
- Rapid Situation Analysis on Continuity of Learning in Primary Grades during COVID-19 School Closure (2020)
- Perinatal death surveillance in Sri Lanka 2014-2017 (MoH, UNICEF) (2018)
- Prevalence of ragging and sexual and gender-based violence in Sri Lankan State Universities (Draft) (2020)
- Assessment of the Child Friendliness of the Batticaloa Municipal Council (IPID) (2020)
- Eastern Provincial Council - Citizens Budget 2019
- Sri Lankas initial social protection response to COVID-19 (UNICEF)(2020)
- Investing in the future: A universal benefit for Sri Lanka's children (2020)
- Climate Change Impact on Women and Children in Sri Lanka (July, 2019) Unpublished Report, UNICEF Sri Lanka
- Rapid assessment: Covid Awareness and prevention (3 waves) (Sparkwinn)
- Children Rights and Sustainable Development in Sri Lanka: A Situation Assessment and Analysis, UNICEF Sri Lanka, December 2016
- Measuring and Monitoring Child Poverty - UNICEF Data-[<https://data.unicef.org/measuring-monitoring-po...PDF>]
- UNICEF on Budget Speech 2021 [<https://www.unicef.org/srilanka/media/1736/file/UNICEF%20on%20Budget%20Speech%202021.pdf>]
- UNICEF-Sri Lanka Easter Sunday Attack Situation Report -May2019
- UNICEF Procedure on due diligence for private sector entities (PFP/Procedure/2020/007)
- Report of the National conference on child poverty-(March 7, 2019) [<https://www.unicef.org/srilanka/stories/unicef-and-cepa-hold-first-roundtable-child-poverty>]
- Gender Programmatic Reviews in UNICEF Offices in South Asia A Synthesis Report - November 2019 [<https://www.unicef.org/rosa/reports/gender-programmatic-reviews-unicef-offices-south-asia>]
- UNICEF-Mainstreaming gender into social protection strategies and programmes [<https://www.unicef-irc.org/publications/1208-mainstreaming-gender-into-social-protection-strategies-and-programmes-evidence-from-74-lmics.html>]
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- Addressing Poverty: Towards Empowered Sri Lankan Households 2020] [https://www.lk.undp.org/content/srilanka/en/home/presscenter/pressreleases/2020/11/Addressing-Poverty-Towards-Empowered-Sri-Lankan-Households.html]
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Annex 1.7– List of Key Informants

GoSL (National & Provincial)

1. Ediriweera, Harishika, Deputy Commissioner, DPCCS
2. Gunasekera, Chethiya (Mr), Deputy Solicitor General, Attorney General's Department
3. Gunathilaka, Hemamali (Prof.), Director, Centre for Gender Equality and Equity, University Grants Commission
4. Herath, Nilimini (Ms), Additional Secretary, Ministry of Women and Child Affairs
5. Jayasinghe, J P S (Mr), Director of Planning, Ministry of Women and Child Affairs
6. Jayawickrama, Hiranya (Dr), National Programme Manager, Child Nutrition
7. Kodithuwakku, Dammika (Mr), Senior Lecturer, Health and Physical Education Unit, NIE
8. Liyanage Sandareka (Ms) Assistant Commissioner (Technical), DPCCS
9. Madduma, Wimalasena (Mr), Director, Sinhala Language Department, NIE
10. Magodaratne, Lakmini (Dr), Deputy Director Nutrition, Ministry of Health
11. Muralitharan, V (Mr), Director, Peace Education and Reconciliation Unit, MoE
12. Perera, Sussie (Dr), Deputy Director General Public Health Services II, MoH
13. Prabhakaran, K (Dr), Director, Tamil Language Department, NIE
14. Ramamoorthy, M (Mr), Director General, Samurdhi Authority
15. Rambukwella, Sajeewa (Ms), Senior Lecturer (focal person for Social Cohesion and DRR), Department of Primary Education, NIE
16. Ranasinghe, Sudantha (Mr.)- Director General, Disaster Management Centre
17. Rathnayaka, Chandima (Ms), Deputy Director of Education (Focal person for Psychosocial Support and Counseling), MoE
18. Samaranayake, Anil (Dr), Director Nutrition, Ministry of Health
19. Sedera, M Upali (Dr), Secretary, State Ministry of Education Reforms, Open Universities and Distance Learning Promotion
20. Senerath, Upul (Prof.), Professor of Community Medicine, University of Colombo; Country focal point of South Asia Infant Feeding Research Network
21. Thilakasiri, Bandula (Mr), Director General, Dept of Samurdhi Development, State Ministry of Samurdhi.
22. Vidanapathirana, Muditha (Prof.), Chairperson, National Child Protection Authority
23. Vidyalandara, K N Kumudini (Ms), Director, Climate Change Secretariat, Ministry of Environment
24. Weththasinghe, Ishani (Ms), Deputy Director of Education (Focal person for DRR/CC), MoE
25. Wickramasinghe, Hasula (Ms), Programme Officer, Climate Change Secretariat
26. Withana, Sudeera (Mr), Acting Commissioner, DPCCS
27. Zarudeen, A L M (Mr), Additional PDE, Provincial Department of Education, Central Province

GoSL Provincial

28. Ananda, Champa (Ms), Provincial Department of Education, Uva Province
29. Aritharan, S (Mr), Assistant Director of Education (Psychosocial and Counselling focal person), Provincial Department of Education, Eastern Province
30. Munazir, Mohamed (Mr), Director Planning, Eastern Provincial Council
31. Saheed, Subair (Mr), Assistant Director of Education (focal person for Social Cohesion), Provincial Department of Education, Eastern Province
32. Sivapathasundaram, Udayakala (Ms), Assistant Manager, Provincial Psychosocial Resource Centre, Provincial Department of Education, Northern Province
33. Sugunathas, K (Mr), District Assistant Director, Disaster Management Coordinating Unit, Trincomalee

34. Umakanthan, R (Mr), Deputy Chief Secretary, Planning, Northern Provincial Council
35. Wijyaratne, P B (Mr.) Chief Secretary, Uva Province

Civil Society/I/NGOs

36. Attanayake, Kaushal (Mr), Child Protection & Advocacy Specialist, ChildFund Sri Lanka
37. Chellappah, Julian (Mr) National Director, of Save the Children
38. de Mel, Samantha (Mr), DRR Officer, ChildFund Sri Lanka
39. Kalugampitiya, Asela (Mr.)-Chairperson, Sri Lanka Evaluation Association
40. Karunaratne Nilushani (Ms), World Vision Sri Lanka.
41. Selvanayagam, Urmila (Ms), Humanitarian Operations Manager, World Vision Lanka
42. Senathirajah, Dhanan (Dvr.)-National Director, World Vision Lanka
43. Siriwardena, Nalaka (Mr), Country Manager, ChildFund Sri Lanka
44. Stapleton, Shelby (Ms), Director of International Resource Development, World Vision Lanka
45. Withana Buddhini (Ms), Senior Technical Advisor, Child Protection, Save the Children Sri Lanka

UN Agencies

46. Berardo, Andrea, (Mr), Deputy Country Representative, WFP
47. Cader, Mizaya (Ms), Health Officer, WHO
48. Karunaratna, Chandrika (Ms), Integrated Governance Team Lead, UNDP
49. Pugin, Natacha (Ms), Officer in charge, Social Policy & Social Protection, WFP

Other

50. Palihakkara, Uditha H (Mr), Former Chairman, Finance Commission of Sri Lanka
51. Peiris, Renuka (Ms), Former Director, Health and Nutrition, Ministry of Education

UNICEF SLCO

53. Abdulloeva, Safina (Dr), CSD Manager
54. Armstrong, Miranda Eleanor (Ms), Head, Child Protection
55. Brigham, Emma (Ms), Deputy Representative
56. Bulancea, Paula (Ms), Former Deputy Representative
57. Daniels, Louise Moreira (Ms), Chief of Social Policy
58. de Mel, Sajith (Dr), Statistics & Monitoring Specialist, Social Policy
59. Devanesan, Romesh (Mr), Resource Mobilization and Partnerships Officer
60. Fukami, Takao (Dr), Chief of Education
61. Jayamanna, Wathsala (Ms), DRR Thematic Leader
62. Jayawardana Hemamal (Dr), Child Protection Specialist
63. Mihlar, Malik Abdul (Mr), Child Protection Officer
64. Patabendige, Nilusha Lakmali (Ms), Thematic Head WASH
65. Perera, Lara (Ms), Programme Officer, PME
66. Rajakaruna, Himaja (Ms), Consultant, Child Protection
67. Ratwatte, Scalina (Ms), Social Policy
68. Rowel, Dammica (Dr) Health and Nutrition Officer,
69. Skoog, Christian (Mr), Representative
70. Somaweera, Radika (Ms), Education
71. Sumantharan, N (Ms), Social Policy
72. Sutton, Tim (Mr), Former Representative

UNICEF ROSA

73. Samat Faizer (Ms), Planning Unit, ROSA
74. Thompson Coon, Rose Meri, Evaluation Officer
75. Ackers, Jim (Dr), Regional Education Advisor
76. Bissex, Amanda (Ms), Child Protection Regional Advisor
77. Kaggwa, Esther (Dr), Regional Evaluation Advisor
78. Murira, Zivai (Mr) Regional Nutrition Specialist
79. O'Toole, Cairan (Mr), Planning Manager
80. Pradhan, Barsha (Ms), Evaluation Officer

UNICEF SL Zonal Staff

81. Adikaram, Sugath (Mr) Uva Province
82. Alawdeen, Nifal (Mr), Eastern Province
83. Briyantha, Dilrukshi (Ms), Eastern Province
84. Navaratnam, Lazarus (Mr), Eastern Province
85. Nimaladas, Anthonypillai (Mr), Northern Province
86. Patterson, Refinceyaa (Ms.), Eastern Province
87. Sivakumar, Thevaki (Ms), Northern Province
88. Sutharman, Nadarajah (Mr), Northern Province
89. Sutharsan, Sharmila (Mr), Northern Province
90. Thurairetnam, Sarmili (Ms), Northern Province

Annex 1.8 – Guides for Key Informant Interviews

(a) KII Guide for Child Protection (CP)

This interview will reflect on the CP programme in general. The ‘deep dive’ of the CPE includes one output in the CP area (violence against children across life cycle stages), however key informants in CP may or may not be working with UNICEF on this particular issue. The questions are phrased to cover the CP programme in general, with references to the highlighted output in some areas, so that it can be specific to violence against children if the informant is working in this area.

Focus area: Output 2.2. By 2022, children and families have the capacity to prevent violence and abuse in home and school settings.

Indicators:

- There is a functioning, national, multi-sectoral, multi-stakeholder, coordination mechanism (e.g. task force or coalition) tasked with overseeing national plans or strategies to prevent and respond to violence against children and adolescents, with child and adolescent participation.
- Parenting programmes implemented: Home visiting, parent education.
- Life-skills/social development and bullying prevention programmes implemented for children.

→ The above leading to OUTCOME: % of children 5-14 years who have experienced violent disciplinary practices by an adult member of the household during the past month

VAC-related/CP indicators from other life cycle stages:

ECD:

- An Alternative Care Policy in line with the 2009 Guidelines for the Alternative Care of Children is available in the country.
- A national Child Protection Strategy is available
- Data on most forms of violence, exploitation and abuse are collected through routine administrative sources
- Number of districts that implement local protocols on case management and referral for the protection of children from violence, abuse and neglect.
- New functional Social Service workforce providing coordinated child protection and response services.

→ Leading to OUTCOME: # of children (0-5 years) living in residential care

Adolescence:

- Police Women and Children Desks operate according to Child and Women friendly guidelines.
- National normative framework exists to enable diversion of children in conflict with the law.
- Existence of a strengthened system for adolescent participation

→ Leading to OUTCOME: Average time taken for legal trial related to children cases reduced to 1 year.

Targeted informants:

- Ministry of Women and Children Affairs, National Secretariat to end Violence Against Children (under MWCA)
- Ministry of Education, education training institutes (to end corporal punishment)

- Government and other partners, on life skills. In selected districts: School communities and youth organizations.
- MoH, MoJ, Provincial and local authorities
- UN agencies (UNFPA)
- CSO (Save the children, World vision)
- UNICEF

Introduction

I am X and I am an independent consultant hired by UNICEF. UNICEF is conducting an evaluation to assess the qualities of the ongoing Country Programme, to inform the ongoing planning of the next Country Programme. Key stakeholders are being interviewed for this evaluation at central and regional levels, and from different types of organizations. Thank you for taking the time to participate in this interview. This conversation should not take longer than X time/minutes. All responses are anonymous, and names and job titles will not be stated in the report. Do you have any questions before we begin?

0. The interview will begin with a short introduction to UNICEF's work relating to the VAC, and seeking his/her views on the programmatic interventions that UNICEF and his/her organization/department/agency partner on? [*Probe: intervention, age group, geographic area, type of support – CHECK whether there is overlap with Output 2.2 above).*]

Relevance

1. To what extent is your specific, current collaboration with UNICEF applicable to the changing situation in Sri Lanka?
2. How congruent are the UNICEF interventions with the CP (or violence against children) agenda of the Government? Have there been any significant changes in government priorities during the programme cycle that are not reflected in UNICEF programmes?
3. How did stakeholders such as government agencies and/or civil society contribute towards the development of these initiatives? [*Probe: How did UNICEF ensure the needs of target groups were considered?*].
4. To what extent are UNICEF's interventions such as creating a national coalition, life skills for children, parenting skills and supporting data collection adequate to address VAC in Sri Lanka? What are the gaps and needs that are not being currently addressed by UNICEF, if any? [*Probe: geographic gaps, thematic areas, types of support, emerging vulnerable groups etc.*].
5. To what extent are the interventions in Child Protection as a whole (in addition to VAC: interventions to support a CP system including alternative care, and quality justice services) adequate to address the current protection needs of children and adolescents in Sri Lanka, including girls and the most vulnerable? What are the gaps and needs that are not being currently addressed by UNICEF, if any? [*Probe: geographic gaps, thematic areas, types of support, emerging vulnerable groups etc.*].
6. Has there been any changes in the programmes/UNICEF support since the start of the country programme in 2018, to reflect changes in the situation of the most vulnerable, the COVID-19 outbreak, or due to other circumstances? How have these changes affected resource allocation?
7. Given UNICEF's mandate and its strengths, are the interventions supported by UNICEF in CP/VAC within its capacity? Are there programming areas where development partners and/or other stakeholders are better positioned than UNICEF to make a difference?

8. Missed opportunities: Have there been any situations since 2018, where UNICEF did not respond or engage, and where UNICEF could have made a larger impact on CP/VAC?

Effectiveness – focus on Output 2.2. if respondent works in relevant area (VAC)

1. Are the planned interventions implemented at scale? To what extent has the programme/intervention reached its target(s)? Where are the gaps or challenges, if any? What needs to be done to address those challenges? Any key successes?
2. How effective are the CP/VAC interventions in reaching the most vulnerable? (*No reference in Output, but Outcome refers to “especially the most deprived”*) [Probe: By numbers, by equity (gender, poverty, urban/rural etc). Were there instances of not reaching the desired target group? [Probe: Reasons, if any, for this. How could the targeting be improved?
3. How effective is the approach taken to prevent violence and abuse against children? [Probe: It focuses on creating a national coalition for awareness, supporting parenting skills and life skills among children in addition to data generation]. Are there any key strategies/areas that have been missed to reach the desired result?
4. To what extent is the programme delivery efficient and timely and to the required quality? [Probe: delivery constraints and mitigatory actions; wise use of resources; COVID-19 situation].
5. What are the comparative advantages of UNICEF in the area of Child Protection?
6. Are the current UNICEF office structures and capacity conducive to effective delivery? If not, what could be changed to increase impact?
7. What are the best practices in equity and gender equality in programme implementation?
8. Are the interventions replicated and funds leveraged for work elsewhere in the country?

Coherence

1. How do the CP interventions fit within the overall national and provincial policies [particularly with reference to VAC, if respondent works in that area]?
2. How would you characterize the synergy of these CP intervention vis-à-vis those of other key child protection partners? Is there complementarity or competition? [Probe: joint programming, other forms of collaboration or joint planning among UN agencies or I/NGOs]. In case of joint programming with other UN agencies, how effective were these to contribute to the objectives of the country programme?
3. How well have the partnerships with the government agencies worked with UNICEF in achieving the outputs and outcomes?
4. What actions are needed to improve coherence with government and other partners in the area of child protection, violence against children?

The lifecycle approach (mainly for UNICEF interviews, but can be applied with others depending on their involvement/understanding).

1. Internal: To what extent was the life cycle approach implemented as planned? [Probe: What changed in your sector’s planning and implementation as a result of the introduction of this approach?]
2. Internal: To what extent did the life cycle approach enable internal coordination and coherence across sections? How was the approach implemented across thematic areas and sections?
3. External: Are you aware of the lifecycle approach of UNICEF SL? If so, did this approach affect your collaboration with UNICEF or the results thereof? [Probe: Government and other partners with sectoral approach, vs UNICEF lifecycle].

4. How effective was the lifecycle approach in achieving the CP/VAC outcomes/outputs of the country programme? [Any specific perspectives on advantages or disadvantages? Can you give an example of a case where it was fully carried out into operation - how did it work at central, zonal and field offices?]
5. Does the life cycle approach enhance or limit coherence with priorities set in the national/provincial policy frameworks? *Probe:* Is the LCA the right approach, given the structure and modus operandi of the Government and other key partners? What were some key challenges? What more could be done to make the lifecycle approach more successful?

Gender

1. Is there a shared recognition of gendered risks and vulnerabilities in your thematic area of programming? [Probe: Are there gender differences in the focus output indicators?]
2. Have any specific elements/actions been incorporated into interventions in order to address these risks or generally to improve gender equity?
3. Are there other significant equity issues in your area of work, affecting reach to particularly vulnerable groups [Probe: children with disabilities, or marginalized due to poverty, cultural, language etc.] What should be done to improve equity or inclusion in your programming area
4. In your opinion, are UNICEF strategies to improve equity having a real effect in your field of programming? [Probe: strategies include improving disaggregated data collection, awareness, equity-focused social protection systems and more] What are the best practices in equity and gender equality in protection related programme implementation?

Other probe areas

1. How relevant is the Theory of Change proposed for this Outcome (SPN)?
2. What is the status of achievement of targets (per indicator) and reasons for any difficulty; how ambitious are the targets?
3. How effective are the partnership forged in the current programme cycle to achieve the outputs?

(b) KII Guide - Child Survival & Development (Emphasis on Nutrition)

This interview will facilitate to evaluate the CP programme in general with a special focus on output 1.1.

Special Focus:

Output Statement:

- **Output 1.1:** By 2022, the Health, Nutrition and WASH service delivery systems provide quality healthcare, nutrition and WASH interventions for pregnant women and children under 5 from the most vulnerable families

Target Output Indicators

- Number of health facilities implementing maternal and neonatal health quality improvement (MNH QI) approach
- Number of districts that have a real-time district monitoring and surveillance system that includes disaggregated data on nutrition/health service coverage and the nutrition status
- Existence of a national multi-sectoral social behaviour change communication strategy (SBCC) for nutrition, health, early stimulation and WASH focusing on the first 1000 days

Score 4: Design Social and Behavior Change Communication (SBCC) strategy completed and Score 5: SBCC strategy Implementation started

- National standards for WASH in pre-schools with a disability component available

Score 3: Final and approved National standards for WASH in pre-schools available and Score 4: Model WASH infrastructure field tested in at least 50 pre-schools complying with National Standards

- Proportion of frontline healthcare workers and pre-school teachers competent to share knowledge and promote best practices on safe drinking water and safely managed sanitation together with hygiene among children under 5 and caregivers

Score 6: 20% Frontline healthcare workers capacitated; 15% Pre-school teachers capacitated

Targeted Informants:

- Director, Maternal and Child Health, Family Health Bureau (FHB)
- Director, Nutrition Division, Ministry of Health
- Provincial and Regional directors of Health Services (PDHS, & RDHS)
- Director, National Institute of Health Sciences (NIHS)
- Director, Health Education Bureau (HEB)
- Director, Department of Social Service
- School Health and Nutrition unit, Ministry of Education
- Implementing Partners (e.g. Save the children, World Vision Lanka, Child Fund)
- UNICEF Staff- Nutrition, WASH and Zonal Offices

Introduction

I am X and I am an independent consultant hired by UNICEF. UNICEF is conducting an evaluation to assess the qualities of the ongoing Country Programme, to inform the ongoing planning of the next Country Programme. Key stakeholders are being interviewed for this evaluation at central and regional levels, and from different types of organizations. Thank you for taking the time to participate in this interview. This conversation should not take longer than X time/minutes. All responses are anonymous, and names and job titles will not be stated in the report. Do you have any questions before we begin?

1. The interview will begin with a short introduction to UNICEF's work relating to childhood nutrition/ Respondent's area of work, and seeking his/her views on the programmatic interventions that UNICEF and his/her organization/department/agency partner on? [Probe: intervention, geographic area, type of work).

Relevance

1. What are the key actions of UNICEF in childhood nutrition that you are involved in? *[Probe: What has UNICEF done in child nutrition? What are the key nutrition issues that UNICEF has identified to be addressed through planned nutrition interventions for early childhood and whether the planned interventions are the most effective measures to address the identified issues? Adequacy of what UNICEF doing to address the high prevalence of wasting and stunting in children under 5 year? Are the interventions adequate to address specific causes or drivers of wasting and stunting in the country? Are the right interventions prioritized for the right children and the right households?]*
2. To what extent UNICEF's nutrition interventions have adequately covered the needs of the target groups such as children of the early childhood with special attention to the disability, under-nutrition, low birth weight, micronutrient deficiencies, nutrition vulnerability, mental disorders of children, household food insecurity and marginalization of children of different categories in the low-income social strata?
3. To what extent did the UNICEF planning process take into account government plans, policies, sector issues and priorities? *[Probe: To what extent UNICEF supported WASH interventions have embraced the policies and priorities of the national Government, sub-national (provincial) and local governments in terms of child nutrition, nutrition during pregnancy, availability, accessibility and adequacy of standard quality drinking water supply, safe sanitation, and health/hygiene management].*
4. To what extent the UNICEF has deviated from supply and donor driven approach to adopt a demand driven consultative and a participatory process with integrated planning of, nutrition interventions. *(Probe: To what extent the key stakeholders, major actors and sector players have been involved in the overall planning and priority setting and budgeting process of the Nutrition component, Are the actions taken both downstream and upstream address the needs of children adequate? If adequate, is it at scale, done in the right places etc.).*
5. What are the critical elements and missing links in UNICEF's Nutrition programme? *(Probe: what is the existing capacity of UNICEF to implement planned interventions, are there missing priority areas not accommodated as per the UNICEF's mandate and its strengths due to resource deficiencies? Are there areas where stakeholders and partners have been supported and capacitated to undertake bigger implementation responsibilities relieving UNICEF staff to work at strategic level)*
6. What are the observable changes taken place in the UNICEF's strategic and programmatic approaches to Health, Nutrition & WASH and resource utilization due to unforeseen circumstances, especially COVID-19 pandemic? *(Probe: What are the key areas of Nutrition interventions most affected by COVID-19 pandemic? Has the pandemic reversed any gains of the current Nutrition programme? What actions, if any, taken to mitigate these reversals? How have these changes affected resource allocation?)*

Effectiveness

1. What are the key achievements and key results areas of the nutrition program interventions?
(Probe: e.g. Where do the key results remain? e.g. in the strategical approaches, behavioral aspects of target groups, improved nutrition standards of result areas, capacities of targeted children groups, school communities, health staff, improved systems such as community management of improved facilities, Existence of a national multi-sectoral social behaviour change communication strategy (SBCC) for nutrition, health, early stimulation and WASH focusing on the first 1000 days)
2. To what extent nutrition interventions supported by UNICEF's to different target groups have achieved planned objectives and results?
(Probe: To what extent nutrition interventions implemented have contributed to produce changes in nutritional status of (a) pregnant mothers and children (under 5 years) (b) school girls and boys of middle childhood (5 to 9 years), and (C) adolescent girls and boys, with special reference to the deprived/marginalized?)
3. What interventions have been comparatively more important and effective to address the overall objectives of reducing vulnerabilities and child undernutrition issues
(Probe: what the most influencing key nutrition interventions and what is target group wherein results and changes are more visible? What are the most influencing factors for successful results? Are implemented impact interventions contextualized to trends and drivers of wasting at the sub national levels? What barriers/ bottlenecks present themselves in efforts to implement the right interventions in the right time, for the right children, with the right quality and at the right scale/coverage to address child wasting and stunting? How can the above barriers/ bottlenecks be addressed in order to enhance availability of targeted impact interventions?)
4. To what extent the interventions have taken into account the elements such as inclusion, gender equality, equity and conflict sensitivity in producing the achievements?
(Probe: Where the vulnerable groups have been reached through nutrition interventions)
5. Are there non-achievements under planned interventions of Nutrition? What are the key challenges for non-achievements?
(Probe: where do the gaps exist in terms of coordination, program monitoring, information sharing, technical guidance and barriers such as administrative constraints, resource shortages, social stereotypes and attitudinal issues?)
6. Are there unintended results produced due to CSD interventions. What are the influencing and contributory factors for such unintended results?
7. To what extent the achievements/results are sustainable?
(Probe: whether elements of sustainability remain in institutional, financial, technical aspects or sustainable arrangements such as trusted partnerships with stakeholders and CSO partners)

Coherence

1. To what extent Nutrition interventions have been integrated internally into all relevant components of the UNICEF interventions?
2. To what extent do the Nutrition interventions support overall objectives of Government's programming and policy, regulatory and health reform objectives?
3. To what extent UNICEF's Nutrition interventions promote the objectives of the relevant SGDs?

4. How synergistic are the interventions with those of other agencies? Is there complementarity or competition? [*Probe: Joint Programming with UN Agencies; other development partners and INGOs; Pros and cons of UNICEF-centric exclusive approaches and perspectives*]
5. Are there any challenges to coherence of social policies due to emerging conflicts with other national level public policies, provincial statutes/standards/by-laws and social policies adopted by non-state actors such as CSOs, private sector? [*Probe: coordinating mechanisms with other agencies*].

Life Cycle Approach

For external audience, the questions will be specifically for areas in the identified outputs. For UNICEF staff, the probing will be for all areas.

6. External: Are you aware of the lifecycle approach of UNICEF SL? If so, did this approach affect your collaboration with UNICEF or the results thereof?
7. How was the life cycle approach operationalised? (*Probe: How was plan transformed into actual implementation? What were the main changes in implementation methods?*)
8. Does the life cycle approach enhance or limit coherence with priorities set in the national/ provincial policy frameworks? [*Probe: level of understanding of the LCA; challenges faced in implementing the life cycle approach at the central and zonal office level and at partner level*]
9. How adequate was the life cycles approach in meeting the outcomes and outputs articulated in the programme document? [*Probe: Is the LCA the right approach in achieving outcomes and operationalizing this component, given the *modus operandi* in the Government? Any specific perspectives on advantages or disadvantages?*]
10. To what extent did the life cycle approach enable internal coordination and coherence across sectors? How was the approach coordinated across thematic areas and sections? What mechanisms are in place to implement by life cycle while at the same time implementing at the sectoral level?
11. What more could be done to make the LCA more successful?

Gender

5. Is there a shared recognition of gendered risks and vulnerabilities in your thematic area of programming?
6. Have any specific elements/actions been incorporated into interventions in order to address these risks in terms of disparities in nutrition status of children or generally to improve gender equity?
7. Are there other significant equity issues in your area of work, affecting reach to particularly vulnerable groups [*Probe: children with disabilities, or marginalised due to poverty, cultural, language etc.*]
8. What should be done to improve equity or inclusion in your programming area?
9. In your opinion, are UNICEF strategies to improve equity having a real effect in your field of programming? [*Probe: strategies include improving disaggregated data collection, awareness, equity-focused social protection systems and more*]

Other probing areas

- National coverage of Health, Nutrition and WASH in the country, however, the figures mask disparities in the accessibility, quantity and quality of water, particularly in under-served areas, including remote rural areas, the tea plantation sector and pockets of the north and east.
- Special activities conducted with the Ministry of Water Supply and Drainage, Department of National Community Water supply (e.g. Service Delivery Assessment, sustaining existing rural water supply projects, CBOs ad community water supply sustainability).
- WASH in schools and health centers through the development and piloting of standards and toolkits, such as the one on menstrual hygiene management in schools.
- UNICEF, and WHO collaboration with the Government on mainstreaming water safety planning to better respond to emerging water-related public health issues.
- UNICEF will invest resources in strengthening the systems needed to assess and improve the quality of water sources in line with the Sustainable Development Goals (SDGs).
- WASH: Inconsistencies in the demarcation of WASH rural – urban subsectors and relevant stakeholder roles have led to lack of clarity in resource allocation and accountability
- Systematic multi-stakeholder efforts are required to address the safety of drinking water, as there has been emergence of water-related public health issues creating public panic and unrest due to fragmented knowledge and information.

(c) KII Guide for Education

This interview will reflect on the CP programme in general. The 'deep dive' of the CPE includes one output in the CP area (Education for peace building and social cohesion), however key informants in CP may or may not be working with UNICEF on this particular issue. The questions are phrased to cover the CP programme in general, with references to the highlighted output under "Effectiveness", so that it can be specific to education of children if the informant is working in this area.

Special Focus:

Output Statement:

- **Output 3.3** - The education system is strengthened to promote peace, reconciliation and resilience among adolescent girls and boys

Target Output Indicators

- National action plan on Education for Peace and Reconciliation developed and implemented
- Extent to which national curricula and training support the mainstreaming of skills development within the national system (from Score 2 to 3)

Targeted Informants:

- Ministry of Education and the State Ministry of Education Reforms
- Provincial Directorates of Education (Northern, Eastern and Uva)
- National Institute of Education
- Partner CSOs
- Provincial Department of Health (Northern Province (Psychosocial support))
- UNICEF (ROSA; SLCO including Zonal Offices)

Introduction

I am X and I am an independent consultant hired by UNICEF. UNICEF is conducting an evaluation to assess the qualities of the ongoing Country Programme, to inform the ongoing planning of the next Country Programme. Key stakeholders are being interviewed for this evaluation at central and regional levels, and from different types of organizations. Thank you for taking the time to participate in this interview. This conversation should not take longer than X time/minutes. All responses are anonymous, and names and job titles will not be stated in the report. Do you have any questions before we begin?

2. Opening - The interview will begin with a short introduction to UNICEF's work relating to the Respondent's area of work, and seeking his/her views on the programmatic interventions that UNICEF and his/her organization/department/agency partner on? [*probe: intervention, geographic area, type of*].

Relevance

1. To what extent are the actions implemented on educational reforms and curricula revisions applicable to the changing situations in Sri Lanka?
2. How congruent are the UNICEF Programmes with the peacebuilding and reconciliation agendas of the Government, as they relate to education in schools? How did the Government agencies contribute towards the development of UNICEF initiatives (stakeholder participation)?
3. In the current programme cycle, has there been any significant changes to the Government strategies and priorities regarding education which are not covered by UNICEF programmes?

(particularly with reference to change of Government in 2019 and focus on reconciliation and peace-building)

4. Given the Government's current efforts on curriculum revisions (expected to come into force in 2024), how relevant are the UNICEF interventions? [*Probe*: Any difficulties experienced; congruence with the situation analysed by UNICEF; new areas identified by Govt agencies which are not reflected in the Situation Analysis]
5. Considering UNICEF as a trusted partner and given its mandate and strengths, are the initiatives implemented by UNICEF within its capacity? Is the national and provincial coverage appropriate or are there other geographic areas needing more attention? [*Probe*: Are there development partners or others who are better equipped to undertake institutional building/strengthening – comparative advantage]
6. To what extent are the interventions adequate to address goals for peace and reconciliation by strengthening the education system? Are there other interventions that could have been conducted to enhance peace and reconciliation through education?
7. On a broader level, to what extent are the interventions adequate to meet the current education needs of children and adolescents in Sri Lanka, including most vulnerable and girls? [*Probe*: needs; geographic gaps, intervention areas, strategies and approaches used, etc].
8. What are the other areas that you may be familiar with, what interventions or areas should UNICEF be in to meet the general needs of children overall? What other role can UNICEF play within the education sector?
9. To what extent has the SLO been able to adapt key programming strategies to changes in needs of the most vulnerable and priorities caused following and during COVID-19? How have these changes affected resource allocation?

Effectiveness

9. How effective is the education component in reaching the most vulnerable segments [*Probe*: common understanding of vulnerable segments]; Were there instances of not reaching the desired target group? [*Probe*: Reasons, if any, for not reaching the targets]
10. How effective is the approach taken to improve positive disciplining and making conducive environments in the education setting? [*Probe*: roles of school management, difficulties with Education authorities; effectiveness of the delivery mode – if CSOs are involved]
11. How effective are the approaches taken for social cohesion? [*Probe*: engagement of students, parents and teachers from different ethnic, religious and socio-cultural backgrounds; constraints at the field level]
12. How effective is the partnership of UNICEF with the Ministries of Education (both national and provincial) in taking up and sustaining climate smart school development [*Probe*: good examples; Govt funding for maintenance of climate smart and safety features]
13. What are the improvements in the situation of education as a result of the targeted interventions? (*Probe*: To what extent have the following outputs been met? The education system is strengthened to promote peace, reconciliation and resilience among adolescents. The education system provides holistic and child-centred learning and development in primary schools.) Any key successes?
14. To what extent is the programme delivery cost efficient and timely and to the required quality? [*Probe*: delivery constraints and mitigatory actions; wise use of resources; COVID-19 situation; What are the challenges, if any? What needs to be done to address those challenges?]
15. Are the current structure and capacity conducive to effective delivery? If not, are there any changes required?
16. What are the key strategies/areas that have been missed to reach the expected result, if any?

17. To what extent are the interventions replicated and funds leveraged for work elsewhere in the country? [UNICEF staff]

Coherence

18. How do the educational interventions fit within the overall national and provincial policies, particularly in relation to peace building and social cohesion, and school safety?
19. How synergistic are the interventions with those of other agencies? Is there complementarity or competition? [Probe: Joint Programming with UN Agencies – for UN agencies; other development partners and INGOs; In case of joint programming with other UN agencies, how effective were these to contribute to the objectives of the country programme]
20. How well have the partnerships with the government agencies worked in achieving the outputs and outcomes?
21. What additional actions are needed to improve coherence in the area of education and sustainable peace and resilience internally and externally?

Life Cycle Approach (LCA) (mainly for UNICEF but to be applied to others depending on their understanding)

For external audience, the questions will be specifically for areas in the identified outputs. For UNICEF staff, the probing will be for all areas.

22. External: Are you aware of the lifecycle approach of UNICEF SL? If so, did this approach affect your collaboration with UNICEF or the results thereof?
23. How was the life cycle approach operationalised? (Probe: How was plan transformed into actual implementation? What were the main changes in implementation methods?)
24. Does the life cycle approach enhance or limit coherence with priorities set in the national/provincial policy frameworks? [Probe: level of understanding of the LCA; challenges faced in implementing the life cycle approach at the central and zonal office level and at partner level]
25. How adequate was the life cycles approach in meeting the outcomes and outputs articulated in the programme document? [Probe: Is the LCA the right approach in achieving outcomes and operationalizing the education component, given the modus operandi in the Government? Any specific perspectives on advantages or disadvantages?]
26. To what extent did the life cycle approach enable internal coordination and coherence across sectors? How was the approach coordinated across thematic areas and sections? What mechanisms are in place to implement by life cycle while at the same time implementing at the sectoral level?
27. What more could be done to make the LCA more successful?

Gender

28. Is there a shared recognition of gendered risks and vulnerabilities in your thematic area of programming?
29. Have any specific elements/actions been incorporated into interventions in order to address these risks or generally to improve gender equity?
30. Are there other significant equity issues in your area of work, affecting reach to particularly vulnerable groups [Probe: children with disabilities, or marginalised due to poverty, cultural, language etc.]
31. What should be done to improve equity or inclusion in your programming area?

32. In your opinion, are UNICEF strategies to improve equity having a real effect in your field of programming? [*Probe*: strategies include improving disaggregated data collection, awareness, equity-focused social protection systems and more] What are the best practices in equity and gender equality in education related programme implementation?

Other Probe Areas

33. How relevant is the Theory of Change proposed for this Outcome (SPN)?
34. What is the status of achievement of targets (per Indicators) and reasons for any difficulty; how ambitious are the targets?
35. How effective are the partnerships forged in the current programme cycle to achieve the outputs?

(d) KII Guide for Social Protection

This interview will reflect on the CP programme in general. The 'deep dive' of the CPE includes one output in the CP area (enhancing capacity of the Government for efficient social protections services), however key informants in CP may or may not be working with UNICEF on this particular issue. The questions are phrased to cover the CP programme in general, with references to the highlighted output below.

Special Focus:

Output Statement:

- **Output 4.4** - The Government has the capacity to provide efficient and effective social protection services to most deprived girls and boys

A general assessment of other outputs will also be attempted.

Target Output Indicators

- Proportion of children covered by government cash transfer programmes (# of children and % of total) – Indicator values not established.
- Social protection system/programmes include emergency prevention, preparedness, and response (to be in place)

Targeted Informants:

- Chairman, Finance Commission
- National Planning Department (Ministry of Finance)
- Department of Census and Statistics
- Ministry of Children's Affairs
- National Child Protection Authority
- State Ministry of *Samurdhi*
- Department of Probation and Child Care Services
- UN Agencies (e.g. ILO, WFP) and Development Partners
- Provincial Child Care Services
- Provincial Government officials
- UNICEF Social Policy

Introduction

I am X and I am an independent consultant hired by UNICEF. UNICEF is conducting an evaluation to assess the qualities of the ongoing Country Programme, to inform the ongoing planning of the next Country Programme. Key stakeholders are being interviewed for this evaluation at central and regional levels, and from different types of organizations. Thank you for taking the time to participate in this interview. This conversation should not take longer than X time/minutes. All responses are anonymous, and names and job titles will not be stated in the report. Do you have any questions before we begin?

0. The interview will begin with a short introduction to UNICEF's specific interventions/outcomes in Social Policy, and seeking his/her views on the programmatic interventions that UNICEF and his/her organization/ department/ agency partner on? [*probe: intervention, geographic area, type of*].

Relevance

1. What are the key issues that UNICEF has targeted to address through social policy interventions and how are they reflected in the Government Policies (at both national and provincial level)? [Probe: national priorities and missed opportunities for equitable and inclusive pro-poor and child-friendly social development policies; social policy instruments used by UNICEF to improve situation in the target groups]
2. What are UNICEF's main strategies for influencing child-friendly fiscal policy space and the Public Investment Program (PIP) to strengthen service delivery and support for vulnerable children?
3. How well placed are the capacity development initiatives of UNICEF in the overall Government plans? [Probe: for evidence on improved capacity of the Government and other stakeholders to address the needs of the vulnerable and most needed target groups, including resilience to climate shocks; leading practices that have been documented to showcase successes of the Social Policy work]
4. What is the Government response to the National Social Protection Strategy led by UNICEF? [Probe: are there any identified social policy priorities that could not be addressed due to inadequacy of resources? Are the national or sub-national stakeholders better positioned to address identified issues without UNICEF support?]
5. Considering UNICEF's mandate and strengths, are the initiatives implemented by UNICEF within its capacity? [Probe: Are there development partners or others who are better equipped to undertake institutional building/strengthening – comparative advantage]
6. To what extent has the SLO been able to adapt key programming strategies to changes in needs of the most vulnerable and priorities caused following and during Covid-19? How have these changes affected resource allocation?
7. What are the gaps and needs in the area of social protection that are within the mandate of UNICEF but not being currently addressed by UNICEF, if any? [Probe: geographic gaps, intervention areas, strategies and approaches used, etc].
8. What are the perceived comparative advantages that UNICEF has in the area of social protection (Probe: whether comparative advantages have been fully used?)

Effectiveness

9. How effective is the Social Policy component in reaching its activities to the most vulnerable segments [Probe: Government's commitment to social policy reforms; seek insights to prove that key interventions have attained its planned results, by adopting the planned processes];
10. What is the extent to which social protection systems have been strengthened?? (Probe: level of strengthening the national government capacity to articulate and coordinate national social protection strategies; compliance with international treaties on Child rights; Implementation of the recommendations of CRC;)
11. How effective is the approach taken to improve equality and equity issues relating to marginalised and vulnerable groups of children of early childhood, middle childhood and adolescence children? [Probe: for evidence on safeguarding rights of children; improved child-sensitive social protection systems; develop and implement child-responsive budgets etc.]
12. How effective is UNICEF's engagement with national and sub-national governments and other key partners in promoting activities under the Public Finance for Children (PF4C), in order to ensure and safeguard the adequacy, efficiency, effectiveness and equity of public spending for children [Probe: for evidence of contributions to enhance the institutional capacities of social sector national Ministries/Departments and sub-national government institutions to develop, implement and monitor child-responsive budgets]
13. Is the programme effectiveness supported/hampered by any external forces? [Probe: support of the partner agencies, COVID-19, and overall understanding of concepts]

14. To what extent UNICEF social policies have influenced in changing structural barriers of stakeholder institutions and contributed to develop their capacities to better address child poverty related issues
15. Is the programme delivery efficient and timely and to the required quality? [Probe: delivery constraints and mitigatory actions; wise use of resources; COVID-19 situation]; What are the challenges, if any? What needs to be done to address those challenges?
16. Are the current structure and capacity conducive to effective delivery? If not, are there any changes required?
17. What are the improvements in the situation of social protection as a result of targeted interventions? (Probe: To what extent have the following outputs been met? National systems are strengthened to collect, analyse, and disseminate high quality data on the situation of children to support adequate planning and investment. Strengthened budget transparency, participation, accountability and oversight support appropriate and equitable investment in children. The Government has the capacity to provide efficient and effective social protection services to most deprived girls and boys.) Any key successes?
18. What are the key strategies/areas that have been missed to reach the expected result, if any?
19. To what extent are the interventions replicated and funds leveraged for work elsewhere in the country?

Coherence

20. To what extent UNICEF has been able to maintain internal synergies of social policy interventions with other components such as child protection, education, WASH, health and nutrition etc.?
21. To what extent UNICEF social policy guidelines promote the objectives of related international covenants and the relevant SDGs?
22. To what extent do the social policy guidelines support peace and social cohesion, reconciliation and social integration objectives of the Government?
23. How synergistic are the interventions with those of other agencies? Is there complementarity or competition? [; Probe: Joint Programming with UN Agencies – for UN agencies; other development partners and INGOs; UNICEF-centric exclusive approaches and perspectives];] In case of joint programming with other UN agencies, how effective were these to contribute to the objectives of the country programme?
24. Are there any challenges to coherence of social policies due to emerging conflicts with other national level public policies, provincial statutes/standards/by-laws and social policies adopted by non-state actors such as CSOs, private sector? [Probe: coordinating mechanisms with other agencies.
25. What additional actions are needed to improve coherence in the area of social policies and social protection internally and externally?

Life Cycle Approach (LCA) (mainly for UNICEF but to be applied to others depending on their understanding)

For external audience, the questions will be specifically for areas in the identified outputs. For UNICEF staff, the probing will be for all areas.

26. External: Are you aware of the lifecycle approach of UNICEF SL? If so, did this approach affect your collaboration with UNICEF or the results thereof?
27. How was the life cycle approach operationalised? (Probe: How was plan transformed into actual implementation? What were the main changes in implementation methods?)

28. Does the life cycle approach enhance or limit coherence with priorities set in the national/ provincial policy frameworks? [Probe: level of understanding of the LCA; challenges faced in implementing the life cycle approach at the central and zonal office level and at partner level]
29. How adequate was the life cycles approach in meeting the outcomes and outputs articulated in the programme document? [Probe: Is the LCA the right approach in achieving outcomes and operationalizing this component, given the modus operandi in the Government? Any specific perspectives on advantages or disadvantages?]
30. To what extent did the life cycle approach enable internal coordination and coherence across sectors? How was the approach coordinated across thematic areas and sections? What mechanisms are in place to implement by life cycle while at the same time implementing at the sectoral level?
31. What more could be done to make the LCA more successful?

Gender

32. Is there a shared recognition of gendered risks and vulnerabilities in your thematic area of programming?
33. Have any specific elements/actions been incorporated into interventions in order to address these risks or generally to improve gender equity?
34. Are there other significant equity issues in your area of work, affecting reach to particularly vulnerable groups [Probe: children with disabilities, or marginalised due to poverty, cultural, language etc.]
35. What are the best practices in equity and gender equality?
36. What should be done to improve equity or inclusion in your programming area?
37. In your opinion, are UNICEF strategies to improve equity having a real effect in your field of programming? [Probe: strategies include improving disaggregated data collection, awareness, equity-focused social protection systems and more]

Other Probe Areas

38. How relevant is the Theory of Change proposed for this Outcome (SPN)?
39. What is the status of achievement of targets and reasons for any difficulty; how ambitious are the targets?
40. What are the perceptions on the capacities of key government institutions to provide satisfactory social protection services to the most deprived children of different categories?
41. How effective are the partnership forged in the current programme cycle to achieve the outputs?

(e) KII Guide for High-level Government Officials

This interview will reflect on the performance of the current five-year Country Programme of UNICEF, specifically, its relevance and effectiveness vis-à-vis Government of Sri Lanka, and the partnership with UNICEF in Government's efforts on child rights and investing in children and adolescents to enhance Sri Lanka's cognitive capital as the basis for sustainable development.

Targeted Informants:

- UNICEF Focal Point in the Ministry of Foreign Affairs
- Other Secretaries who are not directly involved in implementation of UNICEF programmes
- Finance Commission
- National Planning Department

Introduction

I am X and I am an independent consultant contracted by UNICEF's Regional Office for South Asia. UNICEF is conducting an evaluation to assess the qualities of the ongoing Country Programme, to inform the ongoing planning of the next Country Programme. Key stakeholders are being interviewed for this evaluation at national and provincial levels, and from different types of organizations. Thank you for taking the time to participate in this interview. This conversation should not take longer than X time/minutes. All responses are anonymous, and names and job titles will not be stated in the report. Do you have any questions before we begin?

The interview will begin with a short introduction to UNICEF's work, and seeking his/her interest/oversight on UNICEF and views on the programmatic interventions that UNICEF should work on.

Relevance

1. In your opinion, is the UNICEF's current programme relevant to the needs of the Government?
[Probe: specific areas of interest; examples of complementarity which has helped in furthering the Government's work programme;]
2. How was the UNICEF's programme designed and developed? How participatory was the process? To what extent did the planning process take into account Government (national, regional) plans and priorities? [Probe: reflect on the design process; any priority areas left out and why? UNICEF's geographic presence]
3. During the current programme cycle, has there been any significant changes in Government priorities/strategies that are not covered by UNICEF programmes? (particularly with reference to change of Government in 2019).
4. Given UNICEF's mandate and its strengths, are the programmes implemented by UNICEF in CP within its capacity? Are there programming areas where development partners and/or other stakeholders are better positioned than UNICEF to make a difference? (Probe: Comparative advantages of UNICEF)
5. In your opinion, has UNICEF missed any important areas of work, as you know them?
6. As you look at young people at the different phases of life, and their needs, what do you see as the main areas that UNICEF should focus on)?

Effectiveness

7. In your opinion, how effective is the UNICEF programme in reaching its objectives?
8. Is the programme delivery efficient and timely and to the required quality? [Probe: delivery constraints and mitigatory actions; wise use of resources; COVID-19 situation;].
9. Has the programme reached its target(s), as you know them? Where are the gaps, if any?
10. Are the current structures and capacity conducive to effective delivery? If not, are there any changes required?
11. In your opinion, how has UNICEF contributed to the national priorities and towards fulfilment of SDG Goals?

Seek any other observations, if the interviewee has.

(f) Small Group Guide for Life Cycle Approach

Life Cycle Approach (LCA) (mainly for UNICEF but to be applied to others depending on their understanding)

For external audience, the questions will be specifically for areas in the identified outputs. For UNICEF staff, the probing will be for all areas.

1. External: Are you aware of the lifecycle approach of UNICEF SL? If so, did this approach affect your collaboration with UNICEF or the results thereof?
2. How was the life cycle approach operationalised? (*Probe*: How was plan transformed into actual implementation? What were the main changes in implementation methods?)
3. Does the life cycle approach enhance or limit coherence with priorities set in the national/provincial policy frameworks? [*Probe*: level of understanding of the LCA; challenges faced in implementing the life cycle approach at the central and zonal office level and at partner level]
4. How adequate was the life cycles approach in meeting the outcomes and outputs articulated in the programme document? [*Probe*: Is the LCA the right approach in achieving outcomes and operationalizing the education component, given the *modus operandi* in the Government? Any specific perspectives on advantages or disadvantages?]
5. To what extent did the life cycle approach enable internal coordination and coherence across sectors? How was the approach coordinated across thematic areas and sections? What mechanisms are in place to implement by life cycle while at the same time implementing at the sectoral level?
6. What more could be done to make the LCA more successful?

(g) Small Group Guide for Zonal Offices

Zonal Offices

To be adapted for both internal and external respondents

1. Why and when was the Zonal Office established? (*Probe*: the needs of the Province; circumstances that justified the establishment; Length of operation in the Province; efficiency of delivery)
2. What are the main activities undertaken by the Zonal Offices in the current programme cycle? (*Probe*: specific linkages UNICEF has; provincial level consultation and identification of the needs; any outstanding achievements due to these linkages;)
3. What is the *modus operandi* used by the Zonal Offices to (a) accommodate provincial and district priorities, and (b) translate UNICEF's work into action in the Provinces? (*Probe*: the provincial structures that are linked to UNICEF; the nexus between the Provincial Administration and the Central Government vis-à-vis implementation of programmes; constraints, if any, to smooth implementation; important outcomes which could not have been produced without the involvements of the zonal offices; replicable innovative experiences; aspects of partnerships)
4. What is the scenario if the Zonal Offices cease to function? (*Probe*: value addition by the Zonal Offices; possibility of terminating specific linkages that might hamper future work etc.)
5. Given that the Zonal Office has been in operation for XX years, do you think that it has achieved the purpose for which it was established? (*Probe*: If not why? What is the justification for continuation? Cost efficiency? Is there a different approach for the Zonal Offices to work?)

Annex 1.9 –Stakeholders invited to participate in the Perception Survey

Health & Nutrition

1. Arambepola, Carukshi (Prof.), Professor of Community Medicine, Faculty of Medicine, Colombo
2. Ginige, Samitha (Dr), Chief Epidemiologist, Ministry of Health
3. Godakandage, Sanjeewa (Dr), National Programme Manager, Maternal Care
4. Jayaratne, Kapila (Dr), National Programme Manager, Child Morbidity and Mortality Surveillance, Family Health Bureau
5. Kasthuriarachchi, Kaushalya (Dr), Head of Monitoring and Evaluation Unit, FHB
6. Premanathan, V (Mr), Regional Director of Health Service, RDHS Trincomalee.
7. Somatunga, Lakshmi (Dr), Additional Secretary, Public Health Services
8. Thenuwara, Nethmini (Dr), National Programme Manager, Intranatal and Newborn Care, Family Health Bureau, Ministry of Health

Child Protection

9. Careem, S (Mr), Regional Coordinator- Sarvodaya Batticaloa
10. Dissanayake, Chandrasiri (Mr), Director of ECD Authority, Uva Province
11. Gunaratne, D M C C K (Ms), Commissioner, Probation and Child Care Services, Central Province
12. Kuruparan (Mr), Probation Commissioner, Northern Province
13. Malalgoda, Shanika (Ms), Director/Planning and information, National Child Protection Authority
14. Nissanka, N M S P K (Mr), Probation Commissioner, Uva Province
15. Peiris, Chandani (Ms), Development Officer, Dept of Probation and Child Care Services
16. Peiris, Piyumanthi (Ms), Senior Assistant Secretary (Legal), Ministry of Justice
17. Perera, Nirmalee (Ms), Snr. Probation Officer, Dept of Probation and Child Care Services
18. Ranasinghe, Darshika (Ms), Director, Police Bureau for the Prevention of Abuse of Children and Women
19. Rifas, Risvani (Ms), Provincial Commissioner - Department of probation and childcare service -DPCCS - East).

Education

20. Abesinghe, Deepa (Ms), Director for Primary Education, Central province
21. Amudha (Ms), Director for Primary Education, (Tamil) Central province
22. Fernando, M C L (Mr), Secretary, Provincial Ministry of Education
23. Jenart, Bratley (Mr), Additional Provincial Director, PDE
24. Kamalarajan, K (Mr), Director, Zonal Education Office
25. Pullanayakam (Mrs), Provincial Director of Education, Eastern Province
26. Rajan, Ramasamy (Mr), Probation officer HQ
27. Rathnayake, Ananda (Mr), Additional Provincial Director for Education Development
28. Senthurajah, S (Mr), Executive Director, SOND
29. Sukirtharajah, N (Mr), Coordinator, JSAC
30. Sutharsan, S (Mr), District Coordinator, OFERR Ceylon
31. Thennakoon, S (Mr), Chairman, Preschool Education Bureau, Eastern Province
32. Uthayakumar, S (Mr), Director, Provincial Department of Education
33. Verlini (Ms), Deputy Director of Education
34. Viswarupan, T (Mr), Former Commissioner – Department of Probation and Child Care and Present Director Samurdhi

DRR and Climate Change

35. Attanayake, Kaushal (Mr), Child Protection & Advocacy Specialist, ChidFund Sri Lanka
36. Balasuriya B A Hasanthi (Ms), District Child Rights Officer, Rathnapura
37. Dharshan V (Mr), National Director - CERI – Children Emergency relief international - CSO Partner
38. Wickremasinghe, Hasula (Ms), Programme Assistant, Climate Change Secretariat

Social Policy/Protection

39. De Mel, Nishan (Dr), Verite Research
40. Deepawansa, Dilhanie (Dr), Department of Census & Statistics
41. Karunaratne, Shyamalie (Ms), Additional Director General (Statistics), Department of Census & Statistics
42. Manivannan, N (Mr), Commissioner of Local Government – Eastern Province
43. Romeshun, K (Mr), Centre for Poverty Analysis
44. Saravanabavan, T (Mr), Mayor, Batticaloa Municipal Council
45. Thushari, Geeth (Ms), Director, Agriculture, Presidential Secretariat

WASH

46. Bandusena, Amanthi (Dr), Consultant Community Physician (CCP) HPB
47. Chandraratne, Gothami (Ms), JANATHAKSHAN
48. Florentia Ms, ADRA Programs Director
49. Gunaratne, Kamani (Ms), Director, Health and Nutrition, Ministry of Education
50. Hapuarachchi, Buddika (Dr), UNDP
51. Mallawarachchi, Verginie (Dr), WHO, Consultant Community Physician (CCP)
52. Manjula (Ms), Director, Urban Settlement Development Authority
53. Suraweera, Inoka (Dr), Consultant Community Physician (CCP) Environmental and Occupational Health Directorate, Ministry of Health
54. Wickremasinghe, Enoka (Dr), Consultant Community Physician (CCP) Estate & Urban health, Ministry of Health

Programme Management

55. Kalugampitiya, Asela (Mr), President, Sri Lanka Evaluation Association (SLEVA)
56. Wijewardene, Kumudu, (Prof.), Center for Evaluation, University of Sri Jayewardenepura

Annex 1.10 – Questionnaire for the Perception Survey

About your Organisation

1. Name of your Organisation/Agency/Department:
2. Number of years your organisation has engaged with UNICEF Sri Lanka: Years
3. Are you familiar with the key areas in UNICEF Country Programme? Yes No
4. Please classify your organisation [select one option only]
 - Ministry; Government Department/Agency/Provincial Govt entity
 - Donor Agency
 - UN Agency
 - National NGO/CSO
 - International NGO
 - Media institution
 - Academic institution
 - Private sector

About your Association with UNICEF

5. What is the nature of your engagement with UNICEF Sri Lanka Country Office [may select more than one option]
 - Implementing Partner
 - Advocacy Partner
 - Media and communication partner
 - Donor
 - Technical support service provider
 - Oversight/coordination

No direct engagement

6. In which geographic area in Sri Lanka is your engagement with UNICEF? [may select more than one option]

National

Northern Province

Eastern Province

Central Province

Uva Province

None of the above

7. In which programmatic area of UNICEF Sri Lanka are you engaged? [may select more than one option]

Child Protection

Nutrition

Health

Water, Sanitation and Hygiene (WASH)

Education

Social Protection

Climate change

Early childhood development

Adolescence

Other (please specify)

8. Which of the following groups are you engaged with on UNICEF work? [may select more than one option]

Children below 5 years	<input type="checkbox"/>
Girls and Boys in the Primary schooling	<input type="checkbox"/>
Adolescents	<input type="checkbox"/>
Teachers and Principals of schools	<input type="checkbox"/>
Health care workers	<input type="checkbox"/>
Childcare workers/ Police	<input type="checkbox"/>
Parents	<input type="checkbox"/>
Water supply and sanitation workers	<input type="checkbox"/>
No direct engagement with target group	<input type="checkbox"/>
Other	<input type="checkbox"/>

Relevance of the UNICEF Programme

9. Are you familiar with or involved in the UNICEF programme planning and design process?
 Yes No

10. Is the current country programme based on the results and learnings from the previous programme?
 Yes No Do not know

11. In your opinion, has the current Country Programme taken into consideration the national priorities and needs (in your area of programmatic engagement)?
 Yes No Do not know

12. If yes, please indicate such priorities.

13. In your opinion, has the UNICEF programme taken into consideration provincial priorities and needs (in your area of programmatic engagement)?
 Yes No Do not know

14. If yes, please indicate such priorities.

.....

15. In your opinion, has UNICEF adopted strategies to reflect changes following the COVID-19 outbreak?

Yes No Do not know

16. What are the comparative advantages brought by collaborating with UNICEF to undertake the work you are engaged in? Please indicate those briefly.

.....

17. Considering UNICEF's work and the portfolio you are familiar with, are there any missed opportunities for UNICEF support to children in early childhood, middle childhood, or adolescence? Please indicate those briefly.

.....

18. In your view, has UNICEF's work added value to other interventions? If so, please indicate in what way this value addition has happened.

.....

Effectiveness of the UNICEF Programme

Please rate your opinion on effectiveness on a scale 1 to 5 (1 – very unsatisfactory; 2- unsatisfactory; 3 – moderately satisfactory; 4 – satisfactory; 5 – very satisfactory) in the following areas [only one rating per question]

Statement	Rating				
	1	2	3	4	5
19. In your area of engagement, how effective is the UNICEF work in reaching the most vulnerable?					
20. Are the Programme outputs reaching its target population?					
21. Are the outputs delivered in a timely manner?					
22. What is your opinion on the quality of work?					
23. What is your opinion on the partnership with you?					
24. What is your opinion on the level of skills and competency of UNICEF staff in providing the technical support?					

25. If, in your opinion, effectiveness is to be improved, how would you suggest such improvements be undertaken?

Increasing scale of operations	<input type="text"/>
Adopting different interventions	<input type="text"/>
Improving implementation modalities	<input type="text"/>
Working better with partners	<input type="text"/>
None	<input type="text"/>

26. Please provide additional information on your suggestions:

.....

.....

27. Please rate your opinion on the results UNICEF has contributed in the following thematic areas [only one rating per question] - Scale 1 to 5 (1 – very unsatisfactory; 2- unsatisfactory; 3 – moderately satisfactory; 4 – satisfactory; 5 – very satisfactory) **[Please answer only the sections relevant to your area of engagement].**

27.1. Health

Statement	Rating				
	1	2	3	4	5
(a) Strengthening health interventions to improve the quality of care for extremely pre-term/low birth weight babies, and MOH's monitoring system					
(b) Supporting child friendly and safely managed WASH interventions in pre-schools					
(c) Supporting the Health information management system by facilitating continued evidence generation via collecting health and nutrition data by real-time district monitoring and surveillance system					
(d) Supporting healthcare interventions for girls and boys aged 5-9 yrs					

27.2. Nutrition

Statement	Rating				
	1	2	3	4	5
(a) Nutrition specific and sensitive interventions for pregnant mothers and children during the first 1,000 days plus children under 2 yrs					
(b) Nutrition specific and sensitive interventions for children under 5 yrs from the most vulnerable families					
(c) Personalised nutrition counselling and social and behavioural change communication (SBCC) strategies to overcome high degree of stunting among children under 5 yrs					

Statement	Rating				
	1	2	3	4	5
(d) Supporting mechanisms for identifying, admitting, and treating children aged 6-59 months with Severe Acute Malnutrition (SAM)					
(e) Supporting interventions for primary caregivers of children aged 0-23 months to promote on-time Infant and Young Child Feeding (IYCF) Practices					
(f) Promote community engagement in programme planning, implementation and monitoring of nutrition intervention programmes at grassroots level					

27.3. Child protection

Statement	Rating				
	1	2	3	4	5
(a) Supporting improvements to child protection systems (violence, abuse and neglect of children in home, care and preschool environments)					
(b) Advocating child rights for all children					
(c) Coordinating comprehensive justice services for all adolescent girls and boys					
(d) Supporting improvements to child protection for children aged 10-18 years and their families most affected by disasters					

27.4. Education

Statement	Rating				
	1	2	3	4	5
(a) Supporting early learning and school readiness for children under 5 yrs					
(b) Providing holistic and child-centred learning and development in primary schools					
(c) Supporting changes in the education system (curricula, teaching and learning) to promote peace, reconciliation and resilience among adolescent girls and boys					
(d) Supporting improvements to access to education services that facilitate recovery and build resilience to promote a return to normalcy after an emergency for children aged 6-9 years and their families most affected by the disasters					

27.5. Disaster Risk Reduction

Statement	Rating				
	1	2	3	4	5
(a) Supporting children aged 0-5 years and their families most affected by disasters to have improved access to health					
(b) Supporting children aged 0-5 years and their families most affected by disasters to have improved access to nutrition					
(c) Supporting children aged 0-5 years and their families most affected by disasters to have improved access to WASH services					

27.6. Social Protection

Statement	Rating				
	1	2	3	4	5
(a) Supporting the Government on provision of social protection services to most deprived girls and boys					
(b) Influencing the national government for increased investments in children					
(c) Influencing local authorities for increased investments in children					

28. In regard to gender equity in UNICEF programming, please provide your opinion on the following in your area of work/engagement with UNICEF: [only one rating per question] - Scale 1 to 5 (1 – very unsatisfactory; 2- unsatisfactory; 3 – moderately satisfactory; 4 – satisfactory; 5 – very satisfactory)

Statement	Rating				
	1	2	3	4	5
(a) UNICEF brings up gender equity regularly in our collaborations					
(b) Creating/supporting interventions with gender considerations that make a tangible difference in gender equity on the ground					
(c) Creating enabling environment for gender equality in programming in partners					
(d) Support promotion of sex-disaggregated data collection					
(e) Generating awareness and communication for social change					
(f) Participating in advocacy and policy fora					
(g) Contributing towards gender budgeting/Citizen budgeting					
(h) Supporting policies to protect gender parity and equality					

Communication and Partnerships

29. In relation to the subject area of your engagement with UNICEF, please provide your opinion on the following: [select one option only]

UNICEF is best placed to support in my area of work

There are other agencies better equipped in the thematic area under reference

I am not sure

30. How satisfied are you in your partnership to implement the work programme of UNICEF? [select one option only]

Very satisfied

Satisfied

Moderately satisfied

Not satisfied

31. If very satisfied, please give reason(s)

.....
.....

32. If not satisfied, please give reason(s).

.....
.....

33. What is your opinion on the performance of NGOs/ INGOs/CSOs in implementation of UNICEF programmes [this question is only for non-implementing agencies]? [select one option only]

- Very satisfied
- Satisfied
- Moderately satisfied
- Not satisfied

34. Are you satisfied with the way UNICEF is sharing information, reports etc, on their work? [select one option only]

- Very satisfied
- Satisfied
- Moderately satisfied
- Not satisfied

35. If not satisfied, please give reasons

.....
.....

36. If you have any further comments on the engagement with UNICEF, please state them.

.....
.....

Annex 1.11 – Report of the Perception Survey

The UNICEF Country Programme Evaluation required a Perception Survey of stakeholders for the purpose of collecting data from stakeholders primarily focussing on relevance, effectiveness and satisfaction of the stakeholders on UNICEF's positioning, and programming and implementation. The Perception Survey allowed the evaluation to reach more stakeholders than those who were interviewed (key informant interviews).

(a) Methodology

A questionnaire to capture the requisite information on UNICEF's programme relevance and effectiveness, positioning, and stakeholder satisfaction on the programme was developed in consultation with UNICEF ROSA.

Selection of Respondents:

The respondents for the survey were identified by UNICEF ROSA and UNICEF SLCO, and consisted mainly of Government (both national and provincial) partners as well as Non-Governmental Organisations who have been engaged with UNICEF during the current programme cycle in implementing activities.

Table 1 – Summary of stakeholders identified for the Perception Survey

(a) Group/Agency	No.	(b) Thematic area	No.
Central Government	18	Child Protection	11
Prov. Government agencies	23	Social Policy	6
INGOs/NGOs	9	DRR	5
Other (Retd. Govt, UN, academia)	6	Education	15
TOTAL	56	WASH	9
		Health & Nutrition	8
		Overall programme	2
		TOTAL	56

The online survey, using Google Forms, was launched on 1 September 2021 and closed on 20 September 2021. Of the 56 stakeholders, 49 (or 88%) responded to the survey (Table 2). Seventy-one per cent (71%) of the respondents were Government officials.

Table 2 – Classification of respondents by agency

Group/Agency	No.	(%)
Academic Institution	1	2.0
International NGO	3	6.1
Ministry; Government Department/Agency/Provincial Government Entity	35	71.4
National NGO/CSO	8	16.3
Private Sector	1	2.0
UN Agency	1	2.0
TOTAL	49	100.0

The respondent's engagement with UNICEF is summarised in Table 3. Some have engagement in multiple areas. Majority of the respondents are involved in child protection, followed by health

Table 3 – Respondent's area of involvement

Area of involvement	No.	(%)
Child Protection	25	19.4%
Nutrition	12	9.3%
Health	18	14.0%
Water, Sanitation and Hygiene (WASH)	17	13.2%
Education	17	13.2%
Social Protection	10	7.8%
Climate change	9	7.0%
Early childhood development	10	7.8%
Adolescence	8	6.2%
COVID 19 vaccination	1	0.8%
Enhancing critical capacity in COVID 19 sensitive Waste Management at Local Level	1	0.8%
Emergency Response	1	0.8%

Table 4 shows the nature of engagement of the stakeholders with UNICEF. The engagement can be in multiple areas, and most (51%) are engaged as implementing partners.

Table 4 – Stakeholders' nature of engagement with UNICEF

Nature of Engagement	No.	(%)
Implementing Partner	40	51.3%
Advocacy Partner	9	11.5%
Media and communication partner	1	1.3%
Donor	4	5.1%
Technical support service provider	15	19.2%
Oversight/coordination	8	10.3%
No direct engagement	1	1.3%

The respondents' geographic distribution of engagement is shown in Table 5. Fifty per cent (50%) are engaged nationally with both Eastern and Northern Province having 20% each.

Table XX – Geographic distribution of Partners

Geographic area	No.	(%)
National	25	50.0
Eastern Province	10	20.0
Northern Province	10	20.0
Central Province	3	6.0
Uva Province	2	4.0

Analysis of data

Data through a Google Form and a spreadsheet were exported into SPSS software and data cleaning was undertaken to correct errors, if any. Once the datasets were cleaned, they were analysed using the exploratory data analysis technique to obtain descriptive statistics.

(b) Findings of the Survey

(i) Relevance of the UNICEF Programme

Familiarity with UNICEF Programming

Stakeholder perceptions on UNICEF programming is presented in Box 1.

Box 1

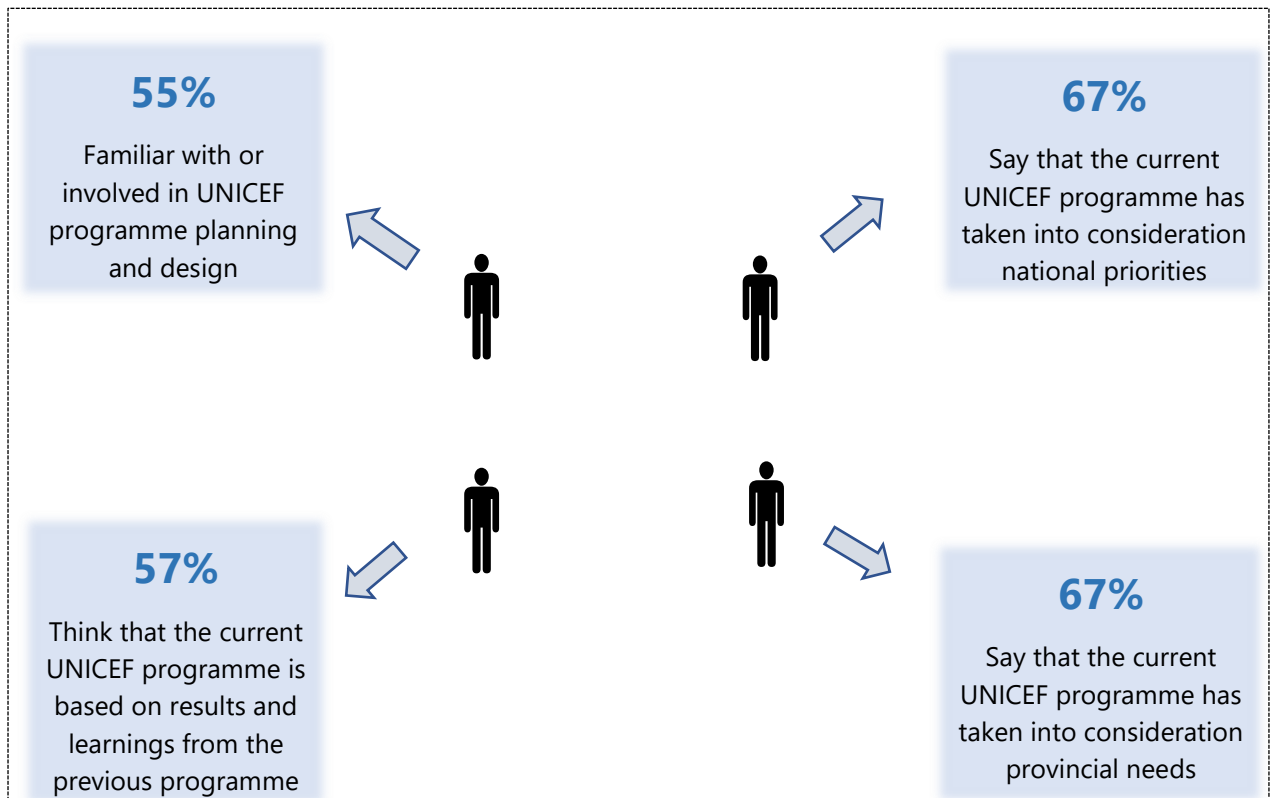
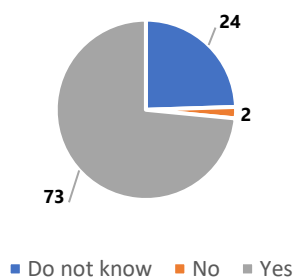


Fig. 2.1 - Changes following COVID-19



Seventy-three per cent (73%) of the stakeholder were of the view that UNICEF adopted strategies to reflect changes following the COVID-19 outbreaks. However, 24% were unsure of this (Fig. 2.1).

The stakeholders indicated that the current UNICEF CP has taken into consideration the national and provincial priorities summarised in Box 2.

Box 2 – Priority areas considered in the UNICEF programme:

NATIONAL

- Child Protection, Education for all, Water and Sanitation, Child related DRR, Adolescent skill development, early childhood development, alternative care, violence against children, climate change adaptation and children in emergencies, adolescents engagement in decision-making process, Social Protection, Multi-Level Pedagogy, Social Cohesion, Maternal & child health (maternal & feto-infant mortality), Surveillance for perinatal morbidities and mortality, child nutrition related policies, National survey on water quality - WASH
- Covid-19;
 - vaccine deployment, cold chain strengthening considered the priority and supported, and effective vaccine management considered a priority;
 - Risk communication to target audiences in the current Covid pandemic situation;
 - Support Distance learning which is very much needed due to Covid19.
 - Household surveys on the impact of Covid19 on vulnerable communities help in understanding the reach and the impact of government's assistance programmes
- Education Zones weak in the program have been given priority and educational development in former Conflict-Affected Areas

PROVINCIAL

- Education for girls; early childhood development; malnutrition; water and sanitation including latrine support; COVID-19 prevention activities, including vaccine implementation; healthcare waste management logistic provision; Child Protection; Child related DRR; Adolescent skill development; reunification of children in institutions
- Ground water monitoring, access to drinking water in the provinces
- Training teachers on new teaching methods on the curriculum; officers training programmes on new concepts of ECCD;
- Supporting the development of the minimum qualifications for preschool teachers (NVQ, and diploma)
- Introduction of the Home-based concerts for ECCD sector
- Promoting parental awareness programmes annually
- Renovation of preschool buildings to minimize risk to children
- Providing learning materials and play areas in preschools.
- Providing communication support needs for COVID-19 preventive messaging at national, provincial and district level, support for community engagement at provincial level
- UNICEF has also taken into account public finance situation in the country by examining expenditure in key areas at Central and Provincial levels and also assessing the debt position and key macroeconomic variables in the country.
- Child Friendly city initiative to ensure child protection and wellbeing of the children in the Eastern Province

Comparative advantages

UNICEF's comparative advantages, based on stakeholders' views are summarised below:

- UNICEF's ability to facilitate fora/ platforms for intersectoral collaboration;
- Proven expertise in child protection, adolescents' skill development, nutrition, primary education
- Recognition of UNICEF's long-standing presence in the country and the rapport build with the government and the partnerships with target groups;
- UNICEF's experience in mobilizing public and private stakeholders, community and academic systems to strengthen the systems and mechanism of children's education and protection.
- UNICEF's ability to bring latest global evidence and best practices;
- UNICEF's long years of service in the Northern Province

'Missed' opportunities

The stakeholders' identified the following opportunities for UNICEF to work.

- UNICEF should support development of a policy on children's' environmental health as they relate to air pollution and climate change as a cross-cutting area and to engage in actively in this area⁹.
- UNICEF has not given adequate attention to the specific needs of adolescence, and children with disabilities
- UNICEF should focus also on designing school infrastructure to avoid heat stress, reduce the curriculum load for children (so that children can apply what they learn and not simply memorize endless facts) and include vocation-based education; and support single parents to care for their children without having to send them to orphanages;
- UNICEF misses some opportunities because their interaction in the Ministry of Health is with the Directorate of Maternal & Child Health (Family Health Bureau); expanding their interaction with the Health Promotion Bureau will provide focus on adolescence and youth (YED Unit)
- Although UNICEF has been successful in bringing the Early Childhood Education into the responsibility of the Education Department, there is a vacuum of care of children below 3 yrs of age. As most mothers go to work and the families not having extended family members also living them, care of this age group child is either neglected or cared by elder female child of the family. This mount to deprivation of right for protection and education.
- UNICEF is not focusing adequately on child nutrition, particularly in some areas of the country (e.g. Estate sector);
- A significant gap in UNICEF programme is its lack of focus on children and adolescents in the urban settlements reach to optimal health and educational attainment and vocational training.
At the middle school level, there is a gap in child education with absence of conducive home learning environment. Most of the children, after coming from school face challenges in learning at home due to many reasons (parents do not have time for children; family violence, getting children to work etc.). There is a need to provide children a learning environment at home.

Value Addition

Some respondents felt that UNICEF's work added value to other interventions. The following instances have been highlighted as adding value to UNICEF work:

- UNICEF's work added value and complemented the work of WHO in terms of maternal and childcare;

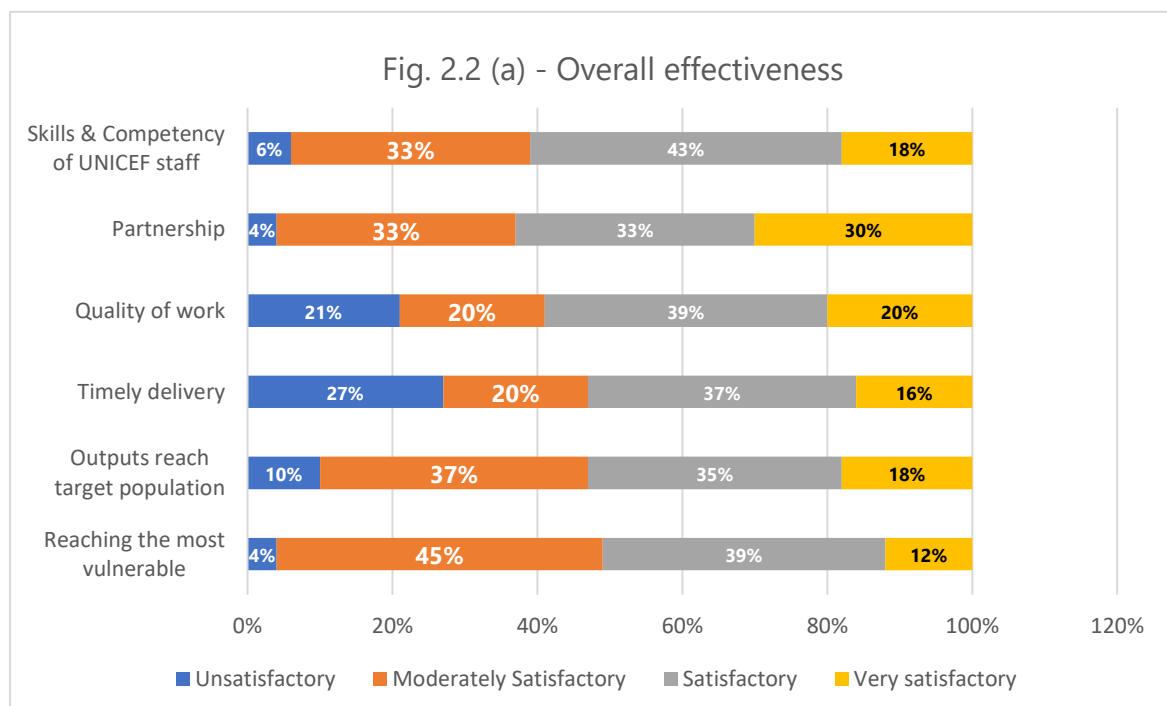
⁹ UNICEF's Report, *Climate Change Impact on Women and Children in Sri Lanka: An Assessment of Exposure, Sensitivity, Adaptive Capacity and Vulnerability of Women and Children in Sri Lanka to Climate Change* (July, 2019) covers some of these areas.

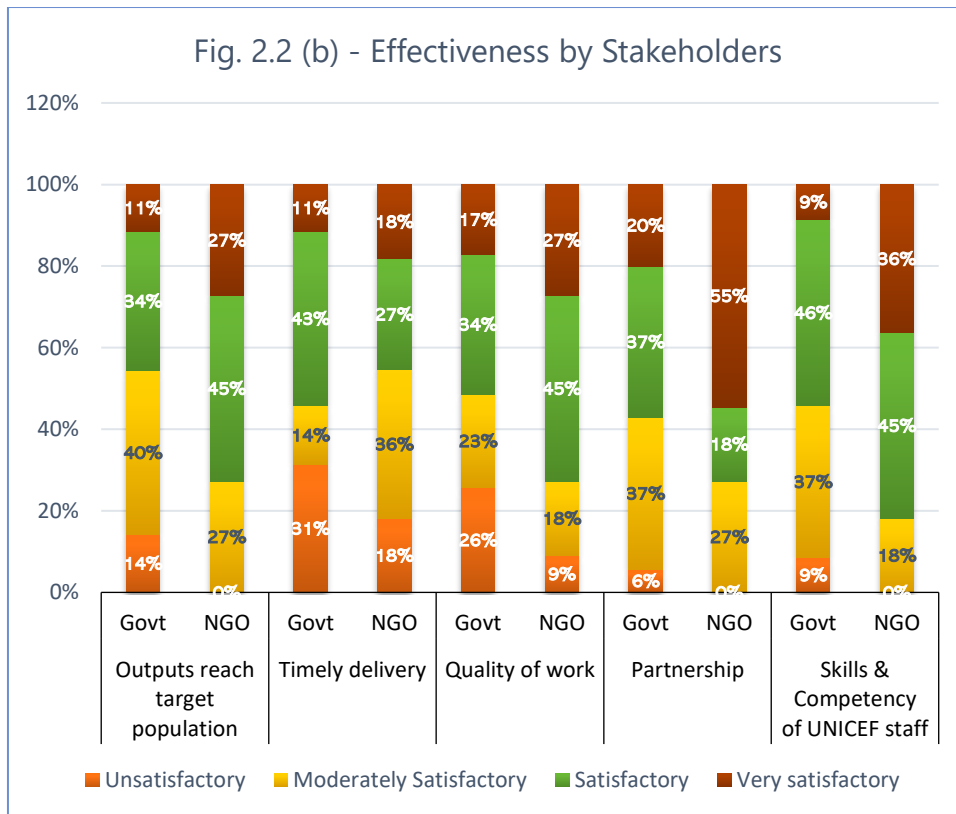
- Overall, by supporting the initiatives of the Government in policy arena, UNICEF added value to the Government work;
- The introduction of child-friendly cities concept is adding value to climate resilience of cities, and provided opportunities for Municipalities to modify children's parks and other utility areas.
- Integration of CC-DRR and child protection programmes with Emergency Response Actions provided a new facet to the relevant work of the Government agencies.

(ii) Effectiveness of the UNICEF Programme

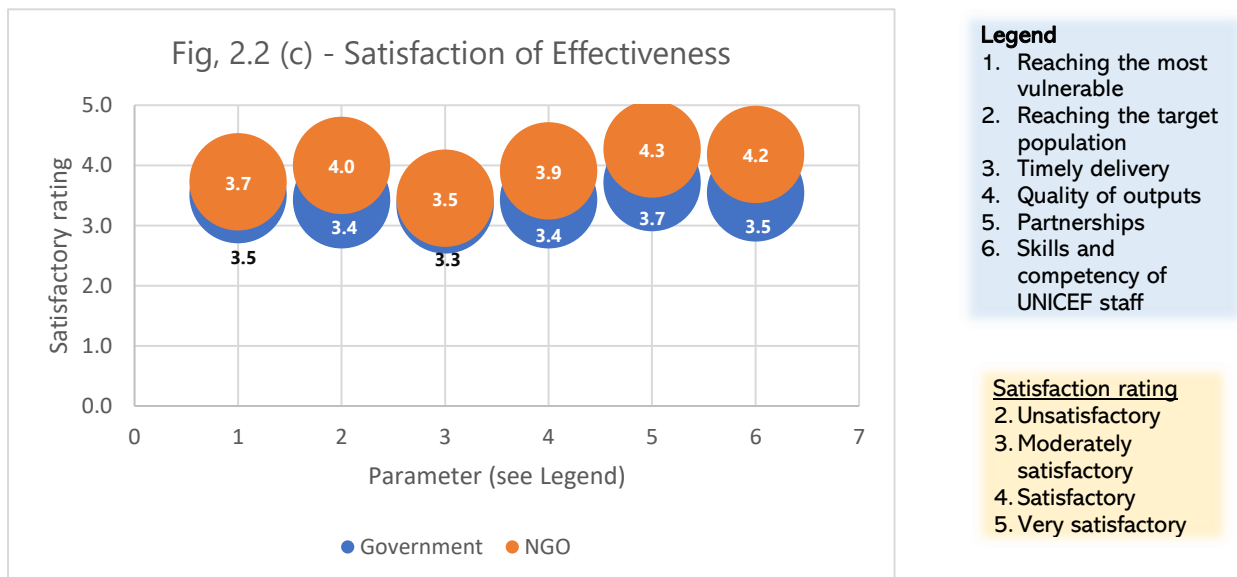
Fig. 2.2 (a) summarises the perceptions of the stakeholders on general effectiveness on a number of areas. Overall rating on moderately satisfactory/satisfactory is noted in all areas; however, about 20% show unsatisfactory rating for quality of work and timeliness of delivery.

As the main respondents are from Government and INGO/NGO community, a further analysis was carried out to observe any patterns in their responses [Figs. 2.2 (b)]. It is evident that the perceptions of the Government officials and NGOs are somewhat different, with overall higher satisfaction level expressed by NGOs. It is noted that most of these NGOs have been contracted work by UNICEF.

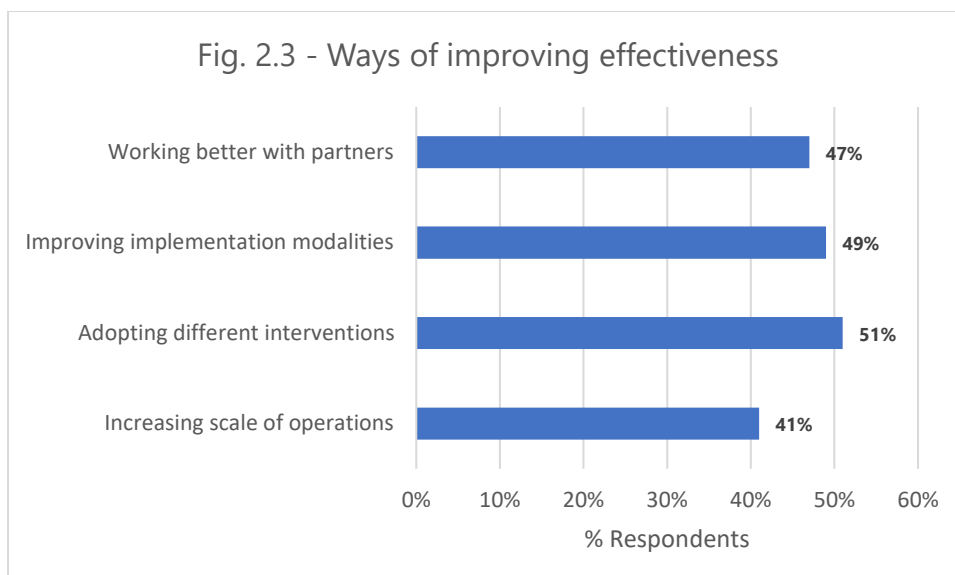




Further statistical analysis of the perception of UNICEF's effectiveness shows that NGO's consistently rated UNICEF higher than Government officials [Fig. 2.2 (c)].



The stakeholders suggestions for improving effectiveness of UNICEF programme are presented in Fig. 2.3. The suggestion include: adoption of different interventions (51%), improving implementation modalities (49%, working better with partners (47%) and increasing scale of operations (41%).



Other suggestions made by the respondents for improved effectiveness are quoted in Box 2.

Box 3 - Quotes by the Respondents...

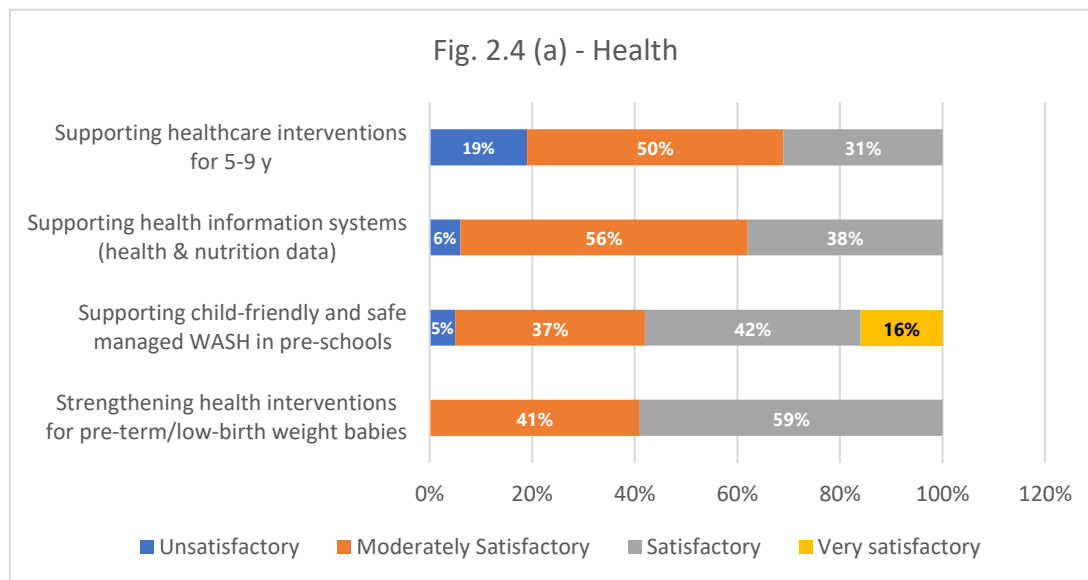
- Better focus on most vulnerable areas;
- Sometimes UNICEF interventions are limited on the actual regional needs; for example there are schools functioning without proper buildings, but UNICEF funds cannot be used for that purpose, it can be used for training of teachers. Such situations may create negative view among parents;
- If a pilot programme is successful, it could be expanded to other areas. Certain programmes need not be restricted to a region/ community but can find similar communities in the island and apply these interventions for them as well;
- Regular review of work conducted should be done at least quarterly with the Ministry higher officials to track the speed and comprehensiveness of the work;
- The government officials did not produce many results with indicators though UNICEF is providing a lot of resources. An effective monitoring system need to be introduced to make things better even to Partner CSO also;
- UNICEF need to support physical (infrastructure) development programs;
- The funding approaches are stereotyped, making utilization of funds not very feasible. Also funding for innovative approaches beyond spending on IEC preparation should be allowed. Continued funds for volunteer payments, rewarding and appraisals would help sustainability of community-based interventions and strengthening systems;
- UNICEF needs to provide more financial support as well and expand the services to all the educational zones in province;
- I think UNICEF needs to improve its M&E Systems to capture the impact of programs. Further to that, UNICEF also needs to improve the quality of its interventions by providing more technical assistance for partners though a consistent system;
- The COVID-19 has disrupted the mental and education well-being of the children between the age group of 3-8 years. Considering the impact of COVID-19 on the education of children with early childhood education, It is suggested to have a more focus and funding allocated to compensate the vacuum created in the children's educational well-being;
- Strong partnership with NGOs and guide them with skill development will bring the sustained changes;
- It is difficult to obtain opinions and technical advice from UNICEF;
- UNICEF does not provide details fully; Better transparency from UNICEF will improve the effectiveness;
- Better coordination with Ministry of Education on Nutrition is needed;
- UNICEF partners are not competent most times affecting effectiveness.

Perceptions on Contribution of UNICEF results

This section summarises the stakeholder perceptions on the satisfaction on UNICEF results on thematic areas.

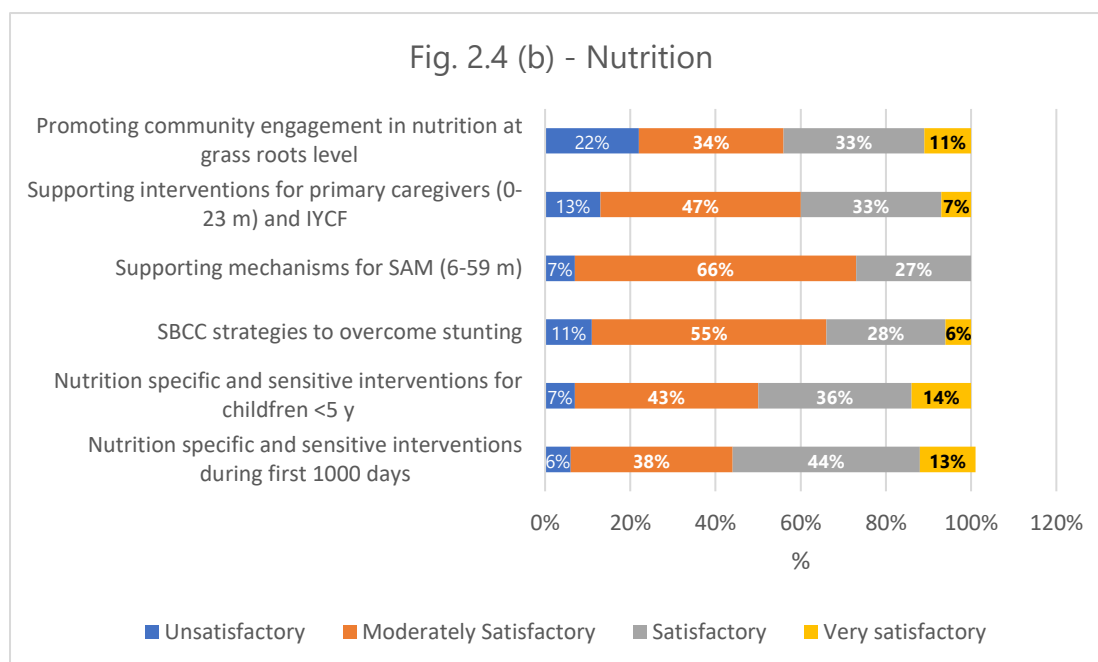
Health

As shown in Fig. 2.4 (a), majority express satisfaction/moderate satisfaction on health interventions of UNICEF.



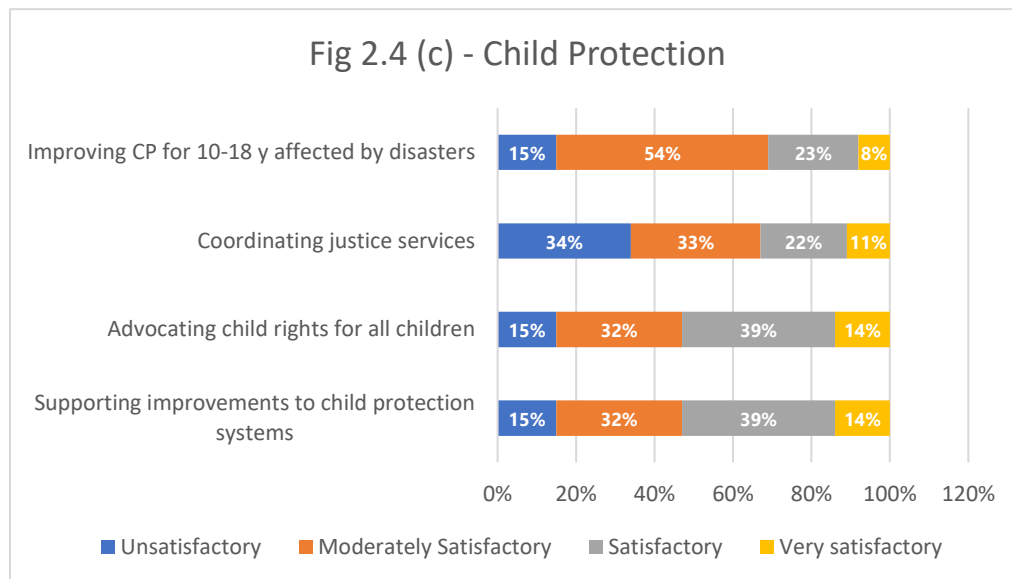
Nutrition

As shown in Fig. 2.4 (b), most respondents have rated nutrition related support as moderately satisfactory/satisfactory. A somewhat higher proportion of respondents (22%) is of the view that community engagement in nutrition is unsatisfactory.



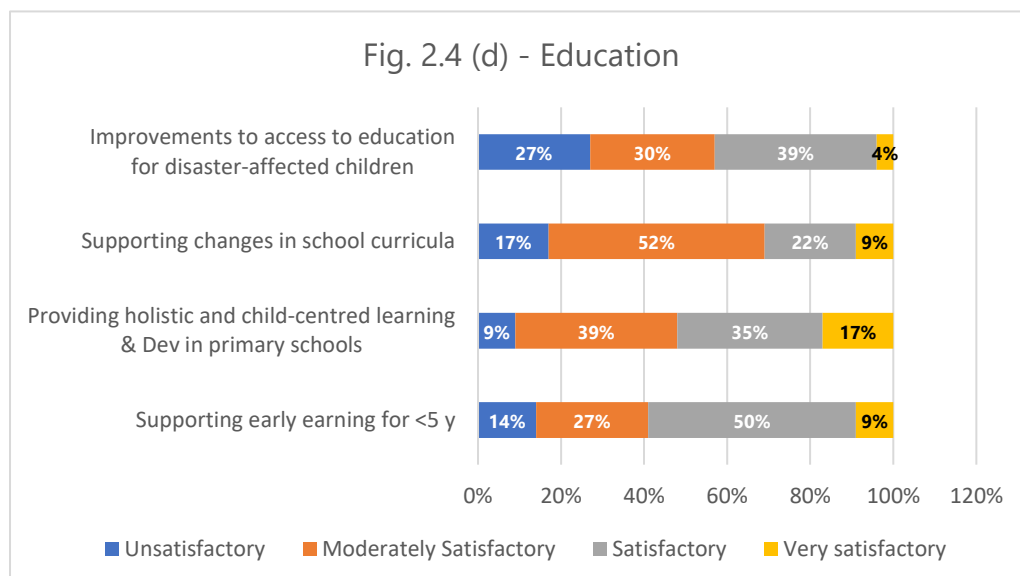
Child Protection

In the four areas investigated, the rating is consistent, except in justice services where 34% of the respondents have rated unsatisfactory [Fig. 2.4 (c)].



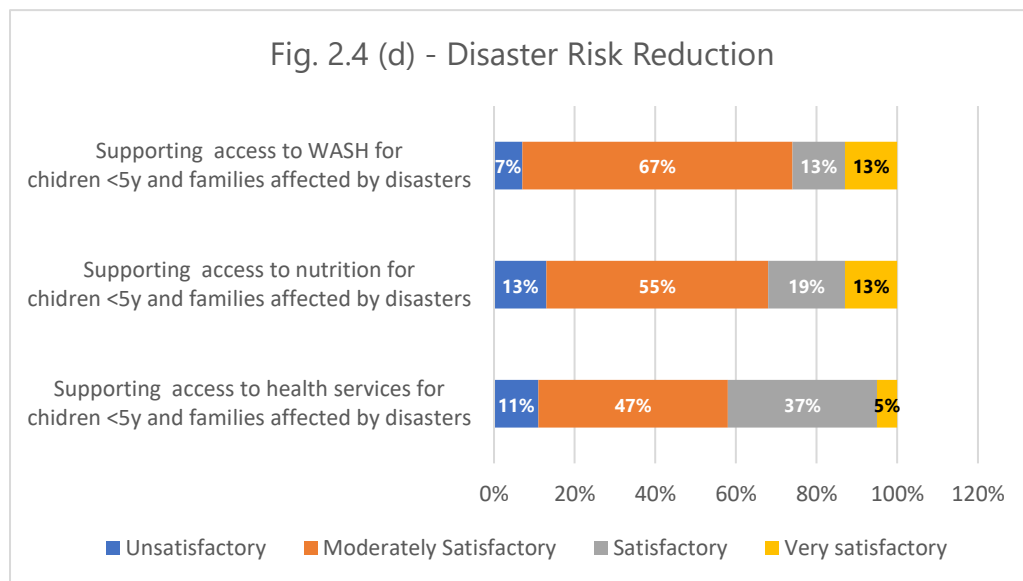
Education

As shown in Fig. 2.4 (d), most respondents have rated education related support as moderately satisfactory/satisfactory, An area of concern is the access to education for disaster-affected children.



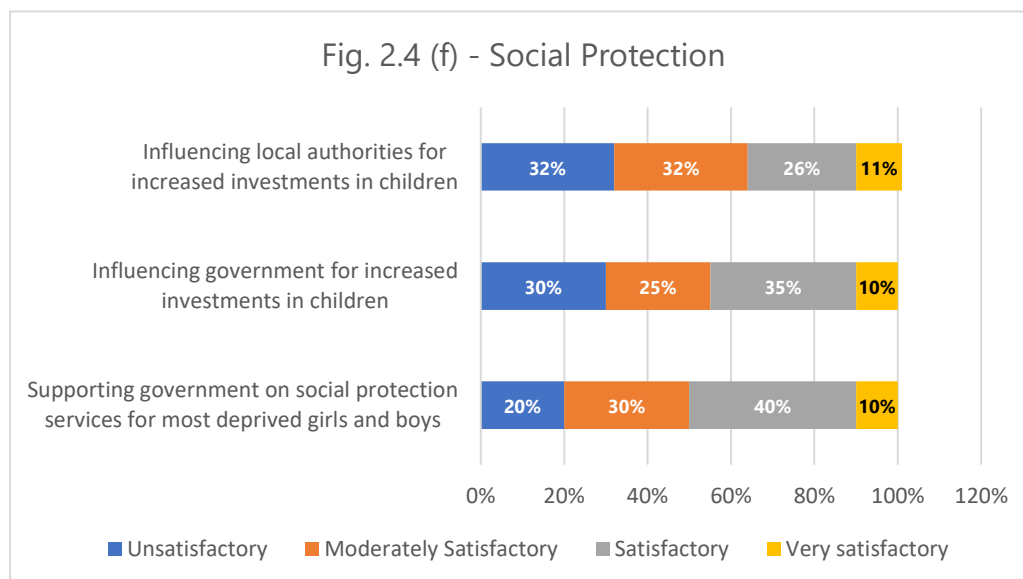
Disaster Risk Reduction

The responses for DRR are summarised in Fig. 2.4 (e). Majority show moderate satisfaction with UNICEF work.



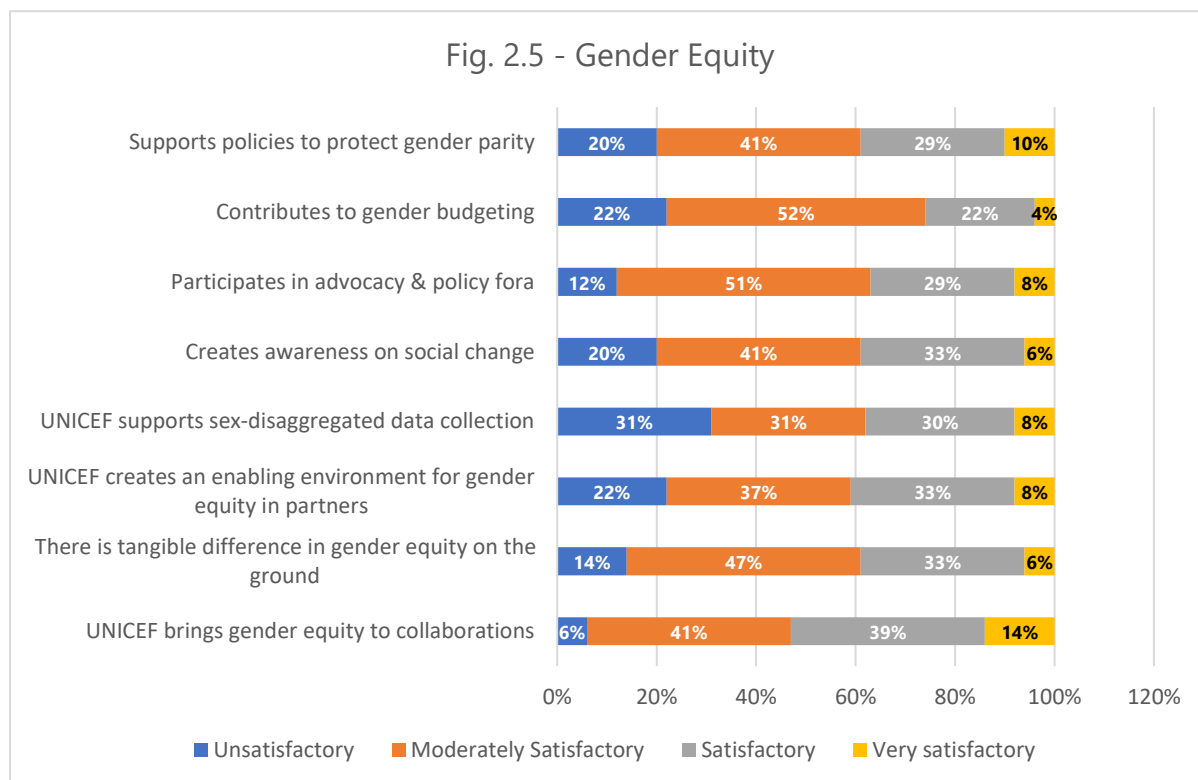
Social Protection

As shown in Fig. 2.4 (f), majority show moderate satisfaction with UNICEF work. However, about a third of the respondents have rated UNICEF's work in increasing investments for children, both at national and provincial level, as unsatisfactory.



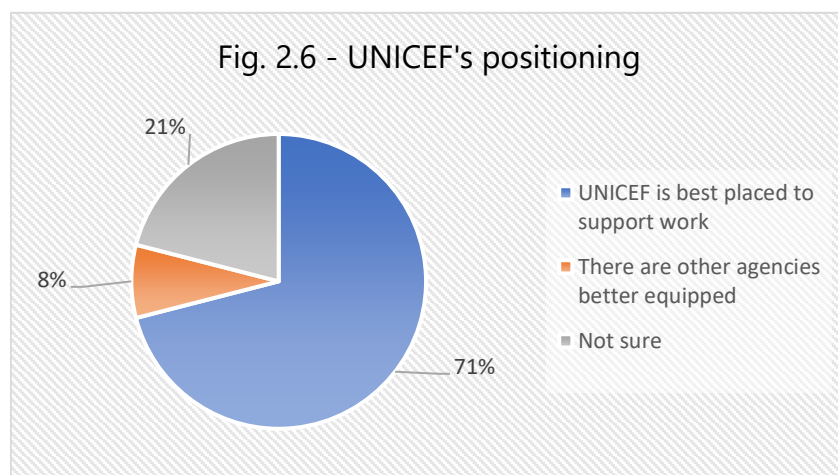
Gender Equity

As shown in Fig. 2.5, most respondents rates UNICEF work on gender as moderately satisfactory/satisfactory. However, areas of concern where over 20% have rated UNICEF's work unsatisfactory are: policies to protect gender parity, contribution to gender budgeting, creating awareness on social change, sex-disaggregated data collection, and UNICEF facilitating an enabling environment for gender Equity in programming in partners.



(iii) Communications and Partnerships

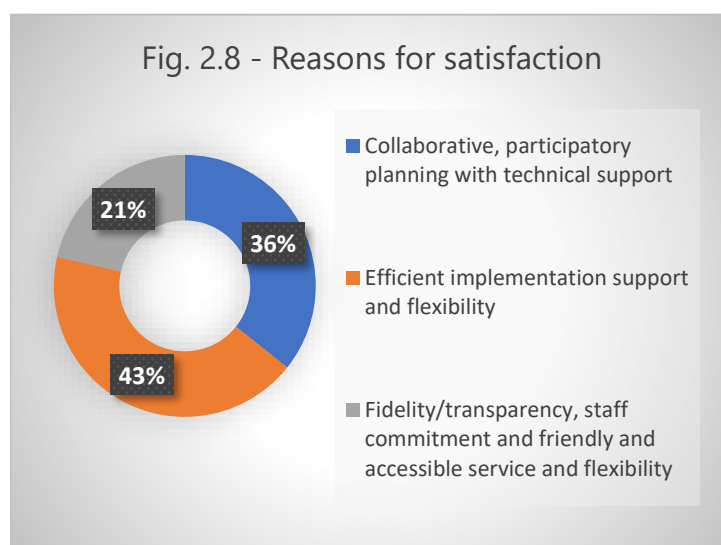
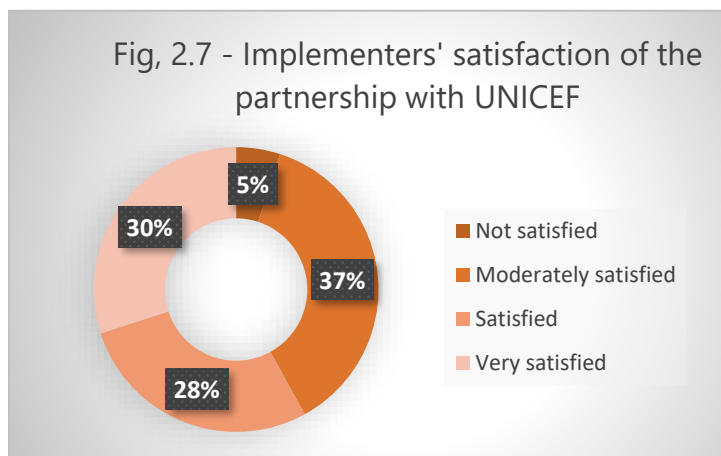
UNICEF's positioning



As shown in Fig. 2.6, 71% of the respondents were of the view that UNICEF is best placed to support their work in the chosen field. However, 21% were unsure whether UNICEF is best placed to undertake the work. Eight per cent (8%) felt that there are other

agencies better equipped to undertake in work in the chosen areas.

Implementers' satisfaction



Of the stakeholders, 40 are implementers of UNICEF work programmes. Fig. 2.7 shows their satisfaction on the partnership they have forged with UNICEF. Thirty per cent of the implementers are very satisfied with their partnerships whilst 37% have rated their partnership as 'satisfactory'. Five per cent indicated their engagement as 'very satisfactory', and reasons for their rating are shown in Fig. 2.8.

The rating for satisfaction can be categorised into three groups; 21% were of the view that there is transparency/ fidelity, staff commitment and friendly and accessible service; 43% were of the opinion that there is efficient implementation support and flexibility in implementation; and 21% appreciated the collaborative and participatory approaches to planning and

implementation.

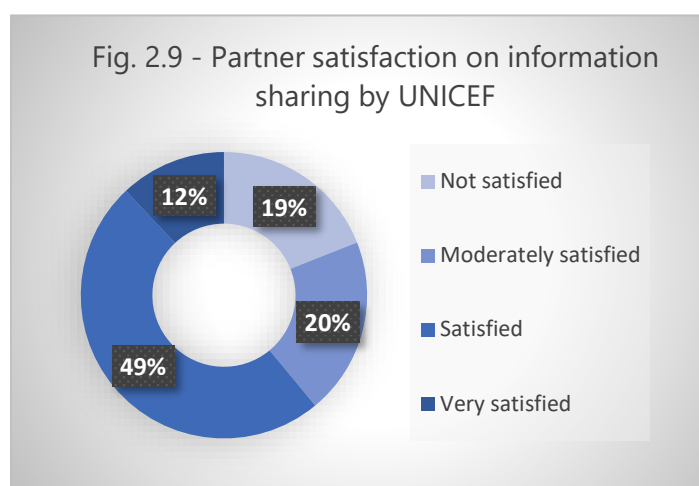
A few who showed dissatisfaction gave the following reasons for their choice of rating:

- *"UNICEF Child Protection Program is not consistent on a clear goal. There were several initiatives led by UNICEF some years ago on child protection, especially in ending violence against children. Those programs are delayed and going very slow in reaching the expected results or outcomes.*
This same situation has been observed within the DRR program too. The concept of Child Centric DRR was brought up by UNICEF and there were several advocacy work planned to implement. It seems those are happening very slowly."
- *"Very difficult to obtain proper technical assistance"*
- *"There is no adequate collaboration"*

Performance of NGOs/INGOs/CSOs in implementation of UNICEF Programmes

Out of the stakeholders, only nine were non-implementing partners who responded to this query. Of them, 89% were satisfied/moderately satisfied of the role played by NGOs and CSOs. Eleven per cent (11%) showed dissatisfaction for the reasons provided below:

- *"The CSOs work for money and do not understand problems."*
- *"The CSOs are not competent to provide the services; sometimes our teachers are better."*
- *"The CSO are not properly briefed about the work - they do their own work."*
- *"There is too much involvement of the NGOs in programme implementation."*



UNICEF sharing Information

The satisfaction of partners on UNICEF's sharing of information is presented in Fig. 2.9. Altogether 81% show some degree of satisfaction with 12% rating their view as 'very satisfactory'. Nineteen per cent (19%) are 'not satisfied' with the way UNICEF is sharing information, and the reasons given are as follows:

- *"We do not receive reports of work done or the results or any feed-back" (6 comments).*
- *"We are not provided with information on how UNICEF has performed in doing the work; we only do our work but we do not hear of any higher level results from UNICEF" (2 comments).*

Other suggestions of the stakeholders

The stakeholders made some additional suggestions, which are reproduced below:

- UNICEF should undertake more work on climate change as it relates to issues in children;
- In the Ministry of Health, UNICEF should work in close collaboration with all relevant directorates;
- There are many vulnerable children in rural areas in all districts, but UNICEF is unable to focus on them due to limited resources. As the main agency working on children, UNICEF needs to pay attention to expand work on vulnerable children.

- The urban sector in Sri Lanka has many issues related to child education and protection, adolescent empowerment, parenting, mental health issues etc. Currently, UNICEF's focus is much less on this group.
- UNICEF need to pay more attention on bringing more scientific evidence on child development matters.
- It is suggested that UNICEF revisits its engagement in the area of maternal and child health, explore for untouched areas, open up a continuous dialogue with program managers and provide more technical & financial support.
- UNICEF can improve their performance by being open and transparent.

