

Country-Led Evaluation of Social Welfare Workforce Capacity Building Initiatives in Timor-Leste from 2016 to 2022

Volume 2: ANNEXES

FINAL REPORT

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INDEX

1. Evaluation Matrix.....	2
2. Evaluation Terms of Reference.....	13
3. Evaluation Bibliography & References.....	24
4. Evaluation list of participants	31
4.1. Key Informant Interviews Participants.....	31
4.2. Survey institutional participants.....	34
4.3. Focus Group Discussion with Child Protection Networks	36
4.4. Focus Group Discussion with Technical Working Group from MSSl.	37
5. Capacity Development Mapping List of Initiatives (Mapping).....	38
6. Templates - Tools for gathering data: Survey, Interviews scripts and Focus group discussions (FGDs) scripts.....	59
6.1. SURVEY	59
6.2. FOCUS GROUP DISCUSSIONS (FGDs)	62
6.3. INTERVIEWS	67
6.4. INFORMED CONSENT (IC)	71
7. Ethical Review Letter of Approval for Evaluation Inception Report	77
8. Institutional Participants list of Validation Workshop and Draft Report presentation to stakeholders.....	78
8.1. VALIDATION WORKSHOP INSTITUTIONAL PARTICIPANTS.....	78
8.2. DRAFT REPORT PRESENTATION PARTICIPANTS	79
Date: 5 th April 2023 (online presentation y Evaluation Team)	79

9. Chart from Guidelines to strengthen social service for child protection “Services provided by Social Service Workers” 81

1. Evaluation Matrix

✓ **EVALUATION CRITERIA: RELEVANCE**

EQ1 - To what extent the objectives and designs of all the interventions from different stakeholders that aimed to build the capacity of SWW with regards to child protection are consistent with CDI recipient’s needs, country development priorities and partner/institutions/needs/policies/priorities according to child protection system and policy framework? Are aligned throughout the period with the SDGs including adaptation to policy changes?

Assumption to be assessed	A1.1: The current frameworks/approaches, implementation modalities of the SWW capacity building initiatives are still valid and respond to the national and subnational priorities and evolving needs of the key stakeholders, and rights holders
Indicators	<ol style="list-style-type: none"> 1. Evidence for an exhaustive and accurate needs assessment, identifying the varied needs of diverse stakeholder groups prior to the programming of the SWW capacity building initiatives. 2. The selection of SWW CB interventions target groups/thematic area is consistent with identified needs as well as national priorities as defined in the Timor-Leste Strategic Development Plan (SDP) 2011 - 2030¹, UNDAF 2015/19 and UNSDCF 2021/25² 3. Evidence that the institutions designing or implementing SWW CDIs have considered and applied the principle of LNOB "leaving no one behind" when designing and implementing CB interventions, by evidence and disaggregated data, to identify women, children, youth and vulnerable groups, including what barriers prevent them from accessing services and opportunities 4. Extent to which the interventions planned were targeted at the most vulnerable, disadvantaged, marginalized and excluded population groups in a prioritized manner 5. Each CB intervention is linked to a result of the national development agenda and/or the SDGs
Sources of information	<ul style="list-style-type: none"> • Programme Documents, Needs and Capacity Assessments Reports, CPD, AWP, etc • National policy/strategy documents • Secondary data - Surveys and census data. • Other relevant studies used to understand the context, including those produced by the government, national gender or human rights mechanisms, academia, the United Nations, reports produced by Office of the United Nations High

¹ Timor Leste Strategic Development Plan 2011/2030 <http://timor-leste.gov.tl/wp-content/uploads/2011/07/Timor-Leste-Strategic-Plan-2011-20301.pdf>

² United Nations Development Cooperation Framework 2021 – 2025

	<p>Commissioner for Human Rights (OHCHR), reports produced by international human rights organizations, and reports produced by community-based/ local organizations</p> <ul style="list-style-type: none"> • Key Informants - Institutional: UNICEF CO staff, UN Agencies, International Organizations in country and National Partners (Government, NGOs, CSO and Academia) • Key informants - CB recipients: Social Workers at Municipality and Sub-Municipality level; community members.
Methods for data collection³	<ul style="list-style-type: none"> • Documentary analysis • Key Informants Interviews (KII) with institutional partners and CB recipients + FGDs • Survey CB recipients • FGDs with UNICEF CO staff and MSSI TWG
Assumption to be assessed	A1.2: The SWW capacity building initiatives are appropriate for achieving the desired results given the country context, and the existing challenges and opportunities
Indicators	<ol style="list-style-type: none"> 1. The Theory of Change (ToC) of the CB interventions/Programmes is consistent with the targeted CB recipients, final beneficiaries and national needs⁴ and consider global and national priorities on Child Protection. 2. Evidence that the implementation modalities of the SWW CB initiatives and selection of SWW targeted profiles are still valid and respond to national and subnational priorities and evolving needs of the key stakeholders, and right holders. 3. The principles and policy of gender equality and the empowerment of women have been integrated in the CB interventions
Sources of information	<ul style="list-style-type: none"> • Strategic documents: SWW capacity development strategy Timor-Leste, Guidance to strengthen the Social Service Workforce for Child Protection, among others. • CPD, AWP • Global UN Agencies and UNICEF SP • National policy/strategy documents
Methods for data collection	<ul style="list-style-type: none"> • Documentary analysis • Interviews with implementing partners • Interviews/focus groups with CB recipients • Survey to implementing partners

⁴ National needs (e.g., 2010 mapping and assessment of the child protection system study, 2016 Findings from the Nabilan Baseline Study, 2019 mapping of the SWW and services)

Assumption to be assessed	A1.3: Organizations Programme’s management units has been flexible, innovative and agile in delivering its CB interventions to adapt to the Covid-19 pandemic and overall Timor-Leste emergency context.
Indicators	<ol style="list-style-type: none"> 1. Evidence that the Organizations/Institutions have provided flexible and rapid responses adapted to the changes caused by unexpected shocks/emergency context such as the Covid-19 pandemic and 2021 Timor-Leste Floods 2. Degree of flexibility in redirecting funds/resources and Programmes ‘objectives adaptation plans considering changes in national priorities 3. Evidence that support was provided, in the Emergency context (COVID-19, Floods), to the most marginalized women, children, youth and other vulnerable groups. 4. Evidence that the Organizations’ strategies and AWP’s have been adapted to the current Covid-19 country context and DRR strategy 5. Evidence of actions taken for an inclusive and integrated crisis management and multi-sectoral response 6. Evidence of actions taken to mitigate the suspension of health services and school activities, among others, in the emergency context
Sources of information	<ul style="list-style-type: none"> • Organizations AWP’s, Annual Reports, MEAL Reports (Training and Delivery activities reports, Case Studies, etc) • National and Municipality level Emergency contingency plans • National policy/Strategy documents related to Covid-19 • Partner Organizations strategic documents related to Covid-19 and Emergency context. • KII with Organizations CO staff: UN Agencies, Government, NGO, CSO and Academia • KII/FGD with SWW CB interventions recipients and consultations with community members at Municipality level
Methods for data collection	<ul style="list-style-type: none"> • Documentary analysis • Interviews with partner organizations CO staff, NGOs, CSOs and other related. • Interviews with Government team • FGD with CO staff

EVALUATION CRITERIA: COHERENCE: How well does the CB interventions fit?

EQ2 To what extent interventions from different stakeholders that aimed to build the capacity of SWW with regards to child protection are compatible with other sector or institution initiative in country?	
Assumption to be assessed	A2.1: The interventions from different stakeholders that aimed to build the capacity of SWW with regards to child protection are aligned with the national objectives for child protection and social welfare sector
Indicators	<ol style="list-style-type: none"> 1. Expected Outputs of the Programs including CB interventions to strengthen SWs capacity, are linked to results of the

	<p>national development plans, or national priorities outlined in sectoral plans (National Action Plan for Children in Timor-Leste 2016 – 2020)</p> <p>2. The objectives and strategies of the CB interventions are consistent with the priorities of the Timor-Leste Strategic Development Plan (SDP) 2011 – 2030 and SDGs</p>
Sources of information	<ul style="list-style-type: none"> • Government and partner organizations Annual Reports • National policy/strategy documents • Surveys and census data • Other relevant studies used to understand the context, including those produced by the government, national gender or human rights mechanisms, academia, the United Nations, including the universal periodic review, reports produced by Office of the United Nations High Commissioner for Human Rights (OHCHR), reports produced by international human rights organizations, and reports produced by community-based/ local organizations • Government and national partner organizations staff • CB interventions recipients (SWW) interviews
Methods for data collection	<ul style="list-style-type: none"> • Documentary analysis • Interviews and FGDs with CB interventions recipients (SWW) • Interviews with other Government and partner organizations staff, including NGOs and CSOs.
Assumption to be assessed	A2.2: The interventions from different stakeholders that aimed to build the capacity of SWW with regards to child protection are consistent with/among national actors' interventions
Indicators	<ol style="list-style-type: none"> 1. Number of CB initiatives targeting particular SWs profiles that are part of wider interagency and/or joint programme intervention in which MSSSI participated. 2. Percentage of annual resources earmarked for the execution of interagency activities 3. Evidence that the relevant actors are engaged in coordination bodies and actively participates in working groups related to Child Protection and National Action Plan for Children in Timor-Leste, including SWW strengthening as element. Evidence of complementarity, harmonization and co-ordination with others, avoiding duplication of effort.
Sources of information	<ul style="list-style-type: none"> • CPD , AWP, NDP • National policy/strategy documents
Methods for data collection	<ul style="list-style-type: none"> • Documentary analysis • Interviews with implementing partners • Interview with SWW CB initiatives recipients • Survey to implementing partners

Assumption to be assessed	A 2.3: The interventions from different stakeholders that aimed to build the capacity of SWW with regards to child protection are compatible with other child and family-focused interventions in the country and add value while avoiding duplication of effort.
Indicators	<ol style="list-style-type: none"> 1. The ToC of the CB interventions is consistent with the interventions of other actors 2. Extent to what the Implementing partners brings together comparative strengths of the Education Programs in the SWW strengthen field. (for example presented in Coordination bodies or published) 4. Government and Implementing partners Programmes including CB initiatives targeting SWs are coordinated and complement each other in a manner coherent with national goals. 5. Evidence of Government coordination and integration of line Ministries (Justice, Health, Education, Social, Security) in SWW capacity development plans/Strategy
Sources of information	<ul style="list-style-type: none"> • Government and Implementing partners Development Programs including SWW strengthen activities/strategies • Education Programs and Competency Frameworks • Child Protection or related National Coordination Bodies Roles/Functions/strategies. • Annual reports and Evaluations studies • National policy/strategy documents
Methods for data collection	<ul style="list-style-type: none"> • Documentary analysis • Interviews with implementing partners • Survey to implementing partners

✓ **EVALUATION CRITERIA - EFFECTIVENESS**

EQ3 To what extent have all interventions from different stakeholders that aimed to build the capacity of SWW with regards to child protection attained their objectives? what were the major factors (enabling and/or bottleneck) influencing the achievement or non-achievement of desired results (including strategies, partnerships, inter-agency collaboration)?	
Assumption to be assessed	A3.1: The desired interventions results, including any differential results⁵ across groups/thematic areas, have been achieved / are likely to be achieved
	<ol style="list-style-type: none"> 1. Performance of output and outcome indicators according to Organizations Programme/Project results matrixes 2. Evidence of effective relationships between UN agencies, Line Ministries and national implementing partners

⁵ 2019 Revised OECD Evaluation Criteria. "This is in line with the policy priority to leave no-one behind. It encourages evaluators to examine equity issues and results for groups that have been marginalized, while not assuming that equity is an objective of the intervention." <https://www.oecd.org/dac/evaluation/revised-evaluation-criteria-dec-2019.pdf>

Indicators	<ol style="list-style-type: none"> 3. Strengthened national capacity (individual, organizational and enabling environment) to address sectorial gaps 4. Evidence of updated regulatory frameworks in the SWW 5. Evidence of updated public policies in the SWW
Sources of information	<ul style="list-style-type: none"> • Partner Organizations and Government AWP, Annual Reports • National policy/strategy documents: CFW Policy, SWW capacity development Strategy • MSSSI/Government, UNICEF and partner UN Agencies COs staff • National Partners (Government, NGOs, CSOs and Academia) • CB recipients: SWW • Community members targeted by SWW services.
Methods for data collection	<ul style="list-style-type: none"> • Documentary analysis • Interviews with implementing partners CO staff • Interviews/focus groups with final beneficiaries • Interviews with CSO – NGOs • Survey to implementing partners • Survey to training recipients • Interviews with UNICEF and Partner Organizations CO Staff • FGD with CB recipients
Assumption to be assessed	<p>A3.2: The products achieved have contributed to the SWs capacity development programs outcomes (ToC)</p>
Indicators	<ol style="list-style-type: none"> 1. Evidence of direct outputs resulting from the activities undertaken. 2. Target groups received the CB intervention's goods and services 3. Evidence of SWW capacity changes in knowledge, attitudes, skills, aspirations, and opportunities of those who have received or used the CB intervention's goods and services. 4. Evidence of SWW behavioural changes in actual practices that occur in the CB target groups. 5. Evidence of direct benefits or improvements in the state of individual beneficiaries (community and survivors) 6. Causal link assumptions that identify what salient events and conditions have to occur for each link in the causal pathway to work as expected (ToC). 7. Evidence that the partner Organizations responsible for the implementation of the CB initiatives has carried out pre-test and post-test with CB recipients. 8. Evidence that the TWG from MSSSI has been implementing training trainers (ToT) modality to develop SWW capacity at

	<p>Municipality level.</p> <p>9. Evidence of selection criteria and evaluation of individual capacity development interventions (trainings) at different levels (e.g. policy makers, service providers, logistics).</p> <p>10. Evidence of Risk management strategies</p> <p>11. Evidence of rational and use of the organizational capacity development interventions (technical assistance)</p> <p>12. Evidence of enabling environment capacity development interventions (rules, policies)</p>
Sources of information	<ul style="list-style-type: none"> • AWP, Annual Reports, Studies and Assessment Reports. • UNICEF and partner Organizations CO staff. • National Partners (Government, NGOs, CSO and Academia) • CB recipients
Methods for data collection	<ul style="list-style-type: none"> • Documentary analysis • Interviews with CO staff, implementing partners • Interviews/focus groups with CB recipients • Interviews with CSOs – NGOs staff • Survey to CB recipients • FGD/Interview with TWG / community members / CB recipients

✓ **EVALUATION CRITERIA: EFFICIENCY**

EQ4 To what extent the investments from different stakeholders on interventions that aimed to build the capacity of SWW with regards to child protection were implemented in the most efficient manner? Have management and coordination mechanism been adopted for that purpose?	
Assumption to be assessed	A4.1: The human, financial and administrative resources associated to the interventions are at the appropriate level for the volume and complexity of the SWW CDIs and for the time planned for its implementation.
Indicators	<ol style="list-style-type: none"> 1. Total resources budgeted and delivery rates per year of SWW execution for each intervention. 2. The interventions have a good structure for resource allocation and financial execution by (i) programme area, (ii) priorities in each area, and (iii) type of implementation modality (training, technical assistance, etc.) 3. Evidence that the financial resources have been mobilized for the execution of the CB interventions 4. Evidence that the size and expertise of the Programs/Unit teams involved in the development and implementation of the CB interventions are compatible with the complexity of execution. 5. Existence of risk management strategies to avoid and mitigate the effects of work overload and/or high staff turnover at national and subnational level.
Sources of	<ul style="list-style-type: none"> • AWP, Annual Reports

information	<ul style="list-style-type: none"> Financial data Organizational chart and profiles Strategic Plans and Program/Projects Documents
Methods for data collection	<ul style="list-style-type: none"> Documentary analysis Interviews with KII from all Organization sector involved. Management Units.

Assumption to be assessed	A4.2: Necessary resources (human, financial, administrative) related to the development and implementation of the CDIs targeting the SWW were planned and implemented according to the real needs and with the expected continuity, in accordance with the planned values and deadlines
Indicators	<ol style="list-style-type: none"> Evidence of the application of transparent criteria and processes for identifying and selecting implementing mechanisms. Resource allocation and financial execution. Evidence that the available resources for the implementation of the CDIs were received in the amounts and deadlines planned and estimated as per the AWP or other related documents. Evidence that budget/funding has been provided on a multi-year and predictable basis for effective implementation.
Sources of information	<ul style="list-style-type: none"> Strategic Plans, AWP, Annual Reports and Financial data Interviews with National Partners (Government, NGOs, CSO and Academia) Interviews with CDI recipients
Methods for data collection	<ul style="list-style-type: none"> Documentary analysis Interviews with UNICEF CO staff, implementing partners, Civil Society Organizations Survey to CDIs recipients

EVALUATION CRITERIA: SUSTAINABILITY

EQ5 To what extent the continuation of benefits from the interventions are guarantee over the time? Are these benefits independent to political/institutional changes?	
Assumption to be assessed	A5.1: The capacity building interventions have been integrated into existing national/institutional strategies/mechanisms/structures while promoting national ownership.
Indicators	<ol style="list-style-type: none"> Evidence of strategies and mechanisms for institutionalization of CD processes. Level of rotation/retention/continuity of management bodies/staff at Gov-Led National Organizations to manage SWW capacity building Programme over the years of analysis. Level of integration of CFW Policy related Competency Framework training modules/ in national standards / protocols / accreditation systems

	<ol style="list-style-type: none"> 4. Evidence of formal political and financial commitments (institutionalization) to sustain results of the SWW strengthening Programme and CB interventions. 5. Evidence of strategy implementation based on identified opportunities through assessments and learning processes
Sources of information	<ul style="list-style-type: none"> • AWP, Annual Reports, Assessments and Studies. • UN and Partner Organizations staff • National Partners (Government, NGO, CSO and Academia)
Methods for data collection	<ul style="list-style-type: none"> • Documentary analysis • Interviews with MSS, UNICEF, implementing partners, CSOs • Survey to CB recipients

Assumption to be assessed	A5.2: Medium-long term SWW CBI strategies have been defined by those Institutions involved in the development of the SWW Capacity Development Strategies.
Indicators	<ol style="list-style-type: none"> 1. Existence of formal political and financial commitments to develop and implement the SWW Capacity Development Strategies CBI: policies, normatives, strategies. 2. Evidence of resource availability and allocation to sustain SWW strengthen Programme over the time. 3. Factors which influence the sustainability of the SWW capacity building initiatives
Sources of information	<ul style="list-style-type: none"> • AWP • Annual Reports • Strategic documents from National Partners (Government, NGO, CSO and Academia)
Methods for data collection	<ul style="list-style-type: none"> • Documentary analysis • Interviews with Government and non-Government institutions • Interview with UN Agencies in Timor-Leste. • Interviews with implementing partners • Interviews with NGOs and CSOs

Assumption to be assessed	A5.2: Medium-long term SWW CBI strategies have been defined by those Institutions involved in the development of the SWW Capacity Development Strategies.
Indicators	<ol style="list-style-type: none"> 4. Existence of formal political and financial commitments to develop and implement the SWW Capacity Development Strategies CBIs: policies, normatives, strategies. 5. Evidence of resource availability and allocation to sustain SWW strengthen Programme over the time. 6. Factors which influence the sustainability of the SWW capacity building initiatives
Sources of information	<ul style="list-style-type: none"> • AWP • Annual Reports • Strategic documents from National Partners (Government, NGO, CSO and Academia)
Methods for data collection	<ul style="list-style-type: none"> • Documentary analysis • Interviews with Government and non-Government institutions • Interview with UN Agencies in Timor-Leste. • Interviews with implementing partners • Interviews with NGOs and CSOs

✓ **ADDITIONAL EVALUATION CRITERIA:**

EQ6 To what extent the initiatives been implemented integrated human rights, gender perspectives and disability inclusion in the design, implementation and monitoring of the SWW capacity building initiatives?	
Assumption to be assessed	A6.1: The results achieved were equitable and integrated human right and gender equality
Indicators	<ol style="list-style-type: none"> 1. Evidence that the initiatives have been implemented in communities/with community groups with the greatest needs, with the intention of reducing inequities 2. Proportion of disaggregated data – including on HR and GE – produced and available in the output and outcome indicators of the SWW CB interventions/Programmes 3. Existence of innovative approaches to address priority HR, disability inclusion and Gender issues 4. Number of results of SWW CB interventions linked to changes in norms, cultural values, power structures and the roots of gender inequalities and discrimination
Sources of information	<ul style="list-style-type: none"> • AWP and Annual Reports • I. Organizations CO staff • National Partners (Government, NGOs, CSO and Academia)

<p>Methods for data collection</p>	<ul style="list-style-type: none"> • Beneficiaries • Documentary analysis • Interviews with MSSSI and UNICEF CO staff • Interviews with implementing partners, NGOs, CSOs and related • Interviews/focus groups with right holders and CB recipients • Interviews/FGDs with community members • Survey to CB recipients
<p>Assumption to be assessed</p>	<p>A6.2: The needs of the most vulnerable and marginalized populations, including children, women and adolescents, and those with disabilities were addressed and met. (LNOB Principle “Leave no one behind”)</p>
<p>Indicators</p>	<ol style="list-style-type: none"> 1. Evidence of inclusion of vulnerable and marginalized groups (effective target) 2. Evidence that the LNOB approach has been integrated and applied by Institutions when designing, implementing and evaluating SWW CB initiatives targeting (materials and training topics, competency framework, assessment info, etc) 3. Positive perception of key partners and beneficiaries on the effectiveness of CB interventions into including marginalized populations 4. Evidence that the duty-bearers and right-holders have been correctly identified and actively involved throughout the implementation and evaluation of the different SWW strengthen Programmes in country
<p>Sources of information</p>	<ul style="list-style-type: none"> • Organizational AWP, Annual Reports, Case Studies, and related documents • Interviews with Institutions CO staff and Government staff (MSSI/TWG and MSSSI CFP Committee) • Interviews with National Partners (Government, NGO, CSO and Academia) • Interviews and FGDs with Beneficiaries: SWW, community members • Validation workshop
<p>Methods for data collection</p>	<ul style="list-style-type: none"> • Documentary analysis • Interviews with MSSSI and UNICEF CO staff • Interviews with implementing partners, NGOs, CSOs and related • Interviews/focus groups with right holders • Survey to CB recipients

2. Evaluation Terms of Reference

Title Conducting a country-led evaluation of the social welfare workforce capacity building in Timor-Leste	Type of engagement Consultant (individual/institutional) Individual Contractor Part-Time Individual Contractor Full-Time	Duty Station: Dili, Timor-Leste
Purpose of Activity/Assignment: To conduct a formative country-led evaluation of social welfare workforce (SWW) capacity-building initiatives in Timor-Leste from 2016 to date. The evaluation will inform future decisions of the Government of Timor-Leste with regard to strengthening the SWW and developing the child and family welfare system in the country, including programmes and budgets.		

Scope of Work: Background

Timor-Leste is a small island nation, and with the restoration of its independence in 2002, it is also one of the world's youngest countries. It has a population of 1,293 million, of whom 44.5 per cent are aged under 18 and the 10- to 24- year-old age group accounts for one third of the population. It has 14 municipalities (districts) with each having further administrative divisions; administrative posts (sub districts), sucos (villages) and aldeias (sub villages or hamlets). Timor-Leste is classified as a lower-middle income country. Its economy and budget are largely dependent on the exploitation of gas and oil fields. While Timor-Leste benefited from high levels of economic growth until 2016, prolonged political uncertainty and high dependence on rapidly reducing oil revenue is hindering the country's economic development. Poverty levels have declined but remain high and children are worse off. Forty-eight per cent of children lived under the national poverty line in 2014, compared with 42 per cent for the overall population.

Data on the prevalence of abuse, neglect, exploitation, and violence in Timor-Leste is limited and mostly based on small scale surveys and studies. However, domestic violence is commonly acknowledged as a serious issue in Timor-Leste and the 2010 Census revealed that among women aged 15-19 years, 38 per cent reported to have experienced physical violence since age 15. The Census also found that approximately 23 per cent of households have an orphaned or fostered child living with them, and over 3,500 children live in orphanages and boarding houses, none of which are currently licensed or regulated.

A 2015 study conducted by the Ministry of Education (also with support of UNICEF) on violence perpetrated against children in and around schools, found that 75 per cent of boys and 67 per cent of girls had experienced physical violence by a teacher within the last 12 months. Further surveys conducted by The Asia Foundation in 2016 showed that 55 per cent of women and children had experienced physical violence, while 29 per cent of children had witnessed an act of violence on several occasions. It was also noted how children's exposure to violence during childhood can have consequences for an individual's experiences of violence during adulthood and can have acute and long-term detrimental psychological, physical, and social effects on children.

Since independence, the Government of Timor-Leste, with the support of partners such as UNICEF, has made significant progress toward creating a comprehensive and functioning child protection system. However, formal social services for supporting child victims of abuse, exploitation, neglect and violence remain limited and do not provide equitable access across the country. MSSSI is under-resourced, and the capacity of its staff remains low. The various sectors with associated responsibilities within the child protection system (social welfare, justice, education, health, law enforcement) also lack resources and capacity, and coordination among them is limited and ineffective. This has resulted in child protection services being heavily reliant on NGOs and faith-based organizations, with limited oversight and coordination from government.

To strengthen the child protection system, the Child and Family Welfare Policy was formulated in 2016. The Policy envisages a child protection system which utilizes and builds on existing positive traditional and community values, principles and protective practices and mechanisms, as well as the national resources available in the country. The objective is to create a child protection system which is contextually and culturally relevant, and ultimately more effective and sustainable. It aims to shift the focus of the system from reactive response only after child protection cases have occurred to more comprehensive spectrum that

builds the capacity of family, community and state to promote child wellbeing, prevention of violence, early identification of child protection issues and appropriate response that take consideration of both formal and informal practices.

Establishing a skilled, professional, and accountable SWW has been identified as the Government of Timor-Leste's priority since the adoption of the 2016 Child and Family Welfare Policy. SWW is defined as personnel who represents the government or non-governmental organization, who have attended a specialized training on child protection and work in team at municipal level to prevent, promote, and protect children. SWW includes multidisciplinary actors from the MSSSI, the Ministry of Education, the Ministry of Health, the Ministry of Justice, faith-based organizations, police, NGOs which provide services (e.g., shelters, empowerment projects, mental health services). Key stakeholders include the MSSSI, UNICEF Timor-Leste, UN agencies, DFAT, The Asia Foundation, NGOs, and other development partners.

Despite the fact that progress have been slow given severely limited resources of the MSSSI, steps have been taken towards the professionalization of the SWW including the development of comprehensive capacity building modules and trainings to strengthen competencies of the key actors on the ground. Building the SWW involves several interlinked elements, which includes creation of appropriate and supportive legislation; education programmes; setting quality assurance mechanisms; developing and strengthening curricula; developing licensing and practice standards and so on. It also requires transforming the attitudes, roles and skills of the existing workforce and raising awareness about the crucial role of the SWW to social service delivery.

In this regard, having a better understanding of the impact of the capacity building programmes, which were developed and implemented from 2016 to 2022, and identifying gaps represent a key evaluation area that can help the country and the Government with evidence based decision making in the following years to scale up the SWW towards a fully functioning Child Protection System to prevent and reduce violence against children, which will contribute to the achievement of multiple Sustainable Development Goals (SDGs), particularly SDG 5 (gender equality) and SDG 16 (peace, justice and strong institutions)..

The Object of Evaluation

The evaluation will focus on SWW capacity building initiatives in the period of 2016-2022 in Timor-Leste. The evaluation will inform the Government, especially the MSSSI, as well as UNICEF and other stakeholders, on further efforts needed to build SWW capacity so as to fully address the needs of the most vulnerable children, families and communities.

The evaluation criteria will be guided by the Guidelines to strengthen social service for child protection, UNICEF, 2019¹, the Child Protection Systems Strengthening approaches, benchmarks, and interventions, UNICEF 2021², ASEAN Strengthening Social Welfare Workforce Roadmap, and national policy frameworks. The suggested focus areas are the following (only a reference and not definitive):

- Appropriateness of competency framework;
- Analysis of the available education programmes (Civil Society Organizations, Academia, others) and its implementation: content, modules, materials, methodology, length, number of hours, certification, beneficiaries, impact, etc;
- Analysis of the Government-led specialized education programmes, standardized curriculum developed and its implementation: content, modules, materials, methodology, length and number of hours, certification, impact, etc;
- Effectiveness of the trainings on different topics provided by various actors;
- Institutionalization of the capacity building;
- Effectiveness of the MSSSI's Technical Working Group, and their leadership of the process up to date.

Objectives and audience

- Develop a Theory of Change (ToC) to capture the causal pathways toward strengthened SWW in Timor-Leste. The ToC will be developed based on the literature review in close consultation with the Evaluation Reference Group (ERG). The ToC will provide a theoretical framework of activities, outputs and outcomes that will form the basis for evaluating the overall SWW capacity building programmes and its contribution to a well- functioning child protection system in Timor-Leste;

- Assess the relevance, coherence, effectiveness, efficiency, and sustainability of the SWW strengthening and capacity building programmes, and its impact on the child protection system in Timor-Leste as a whole;
- Identify lessons learned and make recommendations that can be used by the Government of Timor-Leste, UNICEF, and other key partners to inform evidence-based decision-making on the policy frameworks and programming for child and family welfare, including cross-sectoral linkages in the country.

The primary audience for this formative evaluation is the MSSI, municipal and local authorities, UNICEF and other key development partners involved in the child protection sector. The secondary audience is other UN agencies and development partners, NGOs, CSOs, faith-based organizations and private sector.

Scope of evaluation

Chronological scope: The formative evaluation will cover the SWW capacity building programmes that were developed and implemented between 2016 and 2022.

Thematic scope: The evaluation will assess the SWW capacity building programmes. The frameworks including but not limited to Human Resource Strategy, Social Welfare Workforce Capacity-Development Strategy, and competency framework, will be used as a reference.

Building on findings and lessons from the previous studies (e.g., 2010 mapping and assessment of the child protection system study, 2019 mapping of the SWW and services) in Timor-Leste, the evaluation will examine the frameworks and approaches for building the capacity of the SWW towards a well-functioning child and family welfare system. The evaluation will look at the SWW capacity building initiatives implemented by the Government and its development partners– it will not be restricted to UNICEF interventions.

Geographical scope: The geographic scope of the formative evaluation is the national and subnational levels. At the subnational level, a sample from the 14 municipalities in Timor-Leste will be selected for inclusion in the evaluation, especially where large SWW capacity building programmes have been implemented. The final list of municipalities will be discussed and agreed with the ERG that will comprise members from the MSSI, UNICEF and other key partners.

Conditions for work

The contractor should provide for their own computer and communication devices, internet connections, and workspace. They should also have to arrange for their own logistics, transport, communication, insurance, and security.

***Please see Annex A for detailed evaluation criteria, and design & methodology**

Work Assignment Overview

Tasks/Milestone: Deliverables/Outputs: Timeline Estimate Budget

Tasks/Milestone	Deliverables/Outputs	Timeline	Estimate	Budget
Inception phase				
o Conduct inception meeting with Evaluation Reference Group (ERG)	o Meeting minutes o Draft inception report (up to			
o Conduct Initial desk review and discussions with key UNICEF focal points	45 pages) o Finalized inception report (up	18 days	(20%)	
o Submit draft inception report including proposed methodology, tools for data collection and clear detailed workplan for the achievement of the different milestones	to 45 pages)			

<ul style="list-style-type: none"> o Submit final inception report based on feedback from ERG o Seek ethical approval from an Institutional Ethical Review Board 			
<p>Data collection and analysis and validation of draft evaluation report</p> <ul style="list-style-type: none"> o Conduct desk review of relevant documents o Conduct training of enumerators o Conduct pilot data collection o Conduct interviews with respondents o Conduct data collection phase debrief o Conduct data analysis o Conduct a validation workshop 	<ul style="list-style-type: none"> o High-resolution photos of interviews with consent forms o Draft final report with preliminary findings including initial recommendations (up to 45 pages including the executive summary and excluding annexes) o Draft evaluation brief (4-5 pages) 	50 days	(50%)
<p>Presentation of final evaluation report and evaluation brief</p> <ul style="list-style-type: none"> o Present key findings and recommendations to ERG o Revise and submit the final evaluation report and evaluation brief based on comments and feedback received on the draft report from ERG 	<ul style="list-style-type: none"> o PPT on findings (up to 20 slides) o Finalized report (up to 45 pages including the executive summary and excluding annexes) o Finalized evaluation brief (4- 5 pages) <p>All documents need to be in English and Tetum</p>	12 days	(30%)

All the deliverables must be compliant with [UNICEF-Adapted UNEG Evaluation Report Standards](#), [UNEG Norms and Standards for Evaluations](#) and GEROS Evaluation Quality Assurance Tool.

Knowledge/Expertise/Skills required:

Other

- Bachelors Enter Disciplines
- Masters PhD
- 5 years of expertise and experience in development programme evaluation, preferably related to the child rights;
- Degree in a relevant field such as social science;
- Strong strategic and analytical skills;
- Familiarity with the socio-economic context of Timor-Leste and/or South East Asian countries;
- Good knowledge of UNEG evaluation norms and standards;
- Good knowledge of cross-cutting issues e.g., gender equality, equity and human rights, including child rights;
- Experience in leading a team for UN evaluations is considered as an asset;
- Fluency in English is required; in Tetum is considered as an asset

***An individual consultant will be expected to form a team of 2-3 experts based in Dili. Please see Annex B for detailed qualifications and experience, selection criteria, and application process**

<p>Institutional contractor Minimum Qualifications required:</p>	<p>The selected institution is required to possess the following expertise and experience:</p> <ul style="list-style-type: none"> • Well established institution (university, research institute, NGO, or consulting company) with several years' experience in conducting qualitative data collection and analysis in this related area, socio-economic study, social protection, demographic, or other related field; • Agency with proven track record and human resource capacity to recruit, train and mobilize the enumerators for data collection and expertise to collate a bulk of data; • Previous experience with surveys, studies and data collection for the UN or government institutions will be an asset; • Excellent understanding of child protection and/or social welfare issues;
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- The team need to be proficient in both English and Tetum;

<p>Administrative details:</p> <p>Visa assistance required: Transportation arranged by the office:</p>	<p>Home Based Office Based: If office based, seating arrangement identified: IT and Communication equipment required: Internet access required:</p>
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¹ Costs indicated are estimated. Final rate shall follow the “best value for money” principle, i.e., achieving the desired outcome at the lowest possible fee. Consultants will be asked to stipulate all-inclusive fees, including lump sum travel and subsistence costs, as applicable.

Payment of professional fees will be based on submission of agreed deliverables. UNICEF reserves the right to withhold payment in case the deliverables submitted are not up to the required standard or in case of delays in submitting the deliverables on the part of the consultant

Individuals engaged under a consultancy or individual contract will not be considered “staff members” under the Staff Regulations and Rules of the United Nations and UNICEF’s policies and procedures, and will not be entitled to benefits provided therein (such as leave entitlements and medical insurance coverage). Their conditions of service will be governed by their contract and the General Conditions of Contracts for the Services of Consultants and Individual Contractors. Consultants and individual contractors are responsible for determining their tax liabilities and for the payment of any taxes and/or duties, in accordance with local or other applicable laws.

1. Evaluation criteria and questions

Annex A

The evaluation will use the Organization for Economic Co-operation and Development (OECD) Development Assistance Committee’s (DAC) criteria. In particular, the evaluation will focus on the i) relevance, ii) coherence, iii) effectiveness, iv) efficiency, and v) sustainability of the SWW capacity building initiatives. In addition to OECD/DAC evaluation criteria, the evaluation will prioritize gender, equity, and human rights as key criteria to be prioritized throughout.

Below are the preliminary evaluation questions which will be finalized during the inception phase. They can be commented on and adjusted by the bidders in their technical proposals.

Relevance – extent to which the SWW capacity building initiatives support the child protection system to address the needs and priorities of the beneficiaries and other relevant national stakeholders, municipal authorities, and donors. [Considerations of the evolving situation with the impact of the COVID-19 pandemic will be important]

a) To what extent are the current frameworks/approaches, implementation modalities of the SWW capacity building initiatives still valid and respond to the national and subnational priorities and evolving needs of the key stakeholders, and rights holders (including the most vulnerable and marginalized) given the country context, and the existing challenges?

b) To what extent are the SWW capacity building initiatives appropriate for achieving the desired results?

Coherence – compatibility of the SWW capacity building initiatives and implementation frameworks and strategies with other cross-sectoral interventions in the country. How well do the initiatives and implementation frameworks and strategies fit for purpose?

a) To what extent are the SWW capacity building initiatives aligned with the national objectives for child protection and social welfare sector?

b) To what extent are the SWW capacity building initiatives consistent with other actors' interventions? This includes complementarity, harmonization and co-ordination with others, and the extent to which the interventions add values while avoiding duplication of effort.

c) To what extent are the SWW capacity building initiatives compatible with other child- and family-focused cross-sectoral interventions in the country?

Effectiveness - extent to which the SWW capacity building initiatives attained its objectives.

a) To what extent were the desired results of the SWW capacity building initiatives achieved / are likely to be achieved?

b) To what extent and which components of the SWW capacity building initiatives contributed to achievement of desired results?

c) What were the major factors (enabling and/or bottlenecks in the demand and supply side) influencing the achievement or non-achievement of desired results (including strategies, partnerships, inter-agency collaboration)?

Efficiency - measures the SWW capacity building initiatives outputs in relation to the inputs and whether they used the least costly resources possible in order to achieve the desired results

a) Is the level of achievement of results (outputs and outcomes) desirable given the level of financial and human resources mobilized/used?

b) Were the objectives achieved on time, or have there been any significant delays in implementation and achievement of results, and if so, why?

c) What are the resource implications(s) to scale up the SWW capacity building initiatives from the pilot phase to national level?

Sustainability - whether the benefits of the SWW capacity building initiatives are likely to continue after donors' support ends

a) To what extent are the activities and results of the initiatives likely to be sustained over time? To what extent is the capacity built during the seven years of implementation sustainable over time?

b) What are the major factors which influence the scale-up and sustainability of the SWW capacity building initiatives?

Additional criteria for consideration:

Gender, equity and human rights - extent to which girls and women as well as marginalized populations benefit from the SWW capacity building initiatives.

a) To what extent have the initiatives been implemented in communities with the greatest needs, with the intention of reducing inequities? Have equity considerations been integrated in each initiative?

b) To what extent have the initiatives effectively mainstreamed gender equality and empowerment of girls and women? Have considerations been made toward empowering their families and communities?

c) To what extent have the initiatives been inclusive of and responsive to the needs of people living with a disability?

d) To what extent were duty-bearers and right-holders correctly identified and actively involved throughout the implementation?

Bidders are encouraged to propose changes to the questions and sub-questions and even to add sub-questions in their proposals. An evaluation matrix that contains the tailored evaluation questions and sub-questions with key indicators, data collection methods, means of verification and source of information will be developed by the selected evaluation consultant. The preliminary evaluation questions can be prioritized and modified by the evaluation consultant during the inception phase in consultation with the ERG.

2. Evaluation Design and Methodology

The evaluation will be a non-experimental and utilization-focused evaluation adopting theory-based approach. Evidence will be collected primarily through extensive desk review of documents and secondary data already available, complemented by information gathered directly from key stakeholders at national and local levels through key informant interviews, focus group discussions, and other appropriate means. To strengthen the data collection process, it is expected the evaluation consultant/institution will use a local partner (for example, the Universidade Nacional Timor Lorosa'e (UNTL) as necessary.

Findings, conclusions, and recommendations should be based on triangulated evidence. Three types of triangulation methods could be adopted: 1) cross-reference of different data sources (from interviews, FGDs, and review of documents); 2) investigator triangulation through the evaluation team members; and 3) review by participants through the respondents' validation meetings and consultation with the Government, UNICEF and other key respondents during the report drafting process. The triangulation efforts will be tested for consistency of results, noting that inconsistencies do not necessarily weaken the credibility of results, but may reflect the sensitivity of different types of data collection methods. This is to ensure validity, establish common threads and trends, and identify divergent views.

The evaluation design and methodology including the necessary data collection, sampling strategy and selection criteria, and limitations and mitigation measures shall be further developed and improved by the bidders in their respective proposals. Alternative approaches can also be proposed. This will be further specified and finalized by the selected evaluation consultant/institution in collaboration with the ERG during the inception phase.

Norms and Standards

The evaluation will follow the [UNEG Norms and Standards for Evaluations](#) and also consider [UNEG Guidance on integrating Human Rights and Gender Equality in Evaluation](#) and [UN-SWAP Evaluation Performance Indicators](#). The final evaluation report will need to be compliant with [UNICEF-Adapted UNEG Evaluation Reports standards](#) and UNICEF-GEROS³ review criteria. Overall quality ratings and evaluation reports are then available on the UNICEF website: <https://www.unicef.org/evaluation>.

Ethical Considerations

UNICEF supports evidence generation conducted in full compliance with ethical considerations, including during evaluations, research and data collection. Ethical considerations will be assessed and documented, and clearance will be sought before data collection can commence. The ethical review will include the complete set of evaluation documents including proposal, inception report, TOR, and related data collection instruments (interview guide), and other tools as applicable (consent form, protection protocol). The bidders will describe in their proposals how the evaluation is designed and undertaken in accordance with ethical recommendations as set out in the [UNEG Ethical](#)

³ See <https://www.unicef.org/evaluation/global-evaluation-reports-oversight-system-geros>

[Guidelines for Evaluation](#) and the [UNICEF Procedure for Ethical Standards and Research, Evaluation and Data Collection and Analysis](#) (2015). The ERG will review all the documents submitted by the evaluator from ethical point of view. Good practices not covered therein are also to be followed. Any sensitive issues or concerns should be raised with the Evaluation Manager as soon as they are identified. During the evaluation process, full compliance with all UNEG and UNICEF ethical guidelines will be required. All informants should be offered the possibility of confidentiality, for all methods used.

Special measures will be put in place to ensure that the evaluation process is ethical and that the participants in the evaluation process can openly express their opinion. The sources of information will be protected and known only to the evaluator(s). The Evaluation Team will ensure that the evaluation process

is in line with UNEG Ethical Guidelines, i.e., ensuring ethical conduct in data generation will be imperative. Specific attention should be paid to issues specifically relating to:

- Harm and benefits;
- Informed consent;
- Privacy and confidentiality; and
- Conflict of interest of the evaluation informants.

Consequently, the evaluation consultant has to ensure that it is clear to all subjects that their participation in the evaluation is voluntary. All participants should be informed or advised of the context and purpose of the evaluation, as well as the privacy and confidentiality of the discussions.

Limitations

The evaluation limitations should be taken into consideration in the technical proposal and in the design of the methodology and approach to be followed. Bidders are encouraged to identify the limitations of the proposed methods and any risks related to evaluation conduct as well as mitigating measures for these limitations and risks in the proposal.

3. Dissemination plan

The evaluation will be disseminated to the relevant stakeholders in the child protection sector in Timor-Leste particularly the identified primary and secondary audience of the evaluation including national and local government partners, CSO partners, other development agencies, INGOs, and the wider development community. An evaluation brief (4-5 pages) and a PowerPoint slide-deck summarizing the key findings, conclusions, lessons learned, and recommendations will be developed and disseminated to the key partners through various means such as email roster of relevant partners, UNICEF website posting, distribution at UNICEF and partners' key events.

Within UNICEF Timor-Leste, the evaluation will be presented to the staff, preferably through a special session, or through the regular office meetings such as PMT/CMT. The evaluation will be shared as well with UNICEF EAPRO for dissemination to other countries in the region, and with HQ, for a larger scale dissemination. Once approved, the evaluation report will be electronically submitted to the UNICEF Global Evidence Information System Integration (EISI) within 15 days from the date of completion. Where the recommendations are targeted toward UNICEF, the Country Office (CO) management is expected to develop and implement a two-year action plan in response to the evaluation recommendations. The CO will also upload the action plan into EISI for quarterly progress monitoring and reporting.

4. Management and quality assurance

The Evaluation Manager will be the UNICEF Multi-Country Evaluation Specialist, in close coordination with the UNICEF TLCO-Child Protection Manager, the UNICEF TLCO-Child Protection Officer, UNICEF EAP Regional Office (EAPRO) Evaluation Advisor, and UNICEF EAPRO Child Protection Advisor, under the overall guidance and responsibility of the UNICEF Timor-Leste Representative.

The Evaluation Manager will be responsible for the day-to-day oversight and management of the evaluation ensuring the quality and independence of the evaluation and its alignment with UNEG Norms and Standards and Ethical Guidelines.

An Evaluation Reference Group will be created to provide guidance/technical inputs to the evaluation and quality assure all evaluation deliverables (from a technical point of view) which includes the inception report, draft report, final report, and evaluation brief. The reference group would include selected government officials from the Ministry of Social Solidarity and Inclusion (MSSI) and other relevant line ministries, UNICEF TLCO Senior Management, UNICEF TLCO Child Protection Chief and/or Child Protection Specialist, UNICEF Multi-Country Evaluation Specialist, UNICEF TLCO PME & Social Policy Chief and/or a social policy staff, UNICEF EAPRO Evaluation Adviser, UNICEF EAPRO Child Protection Adviser/Specialist, UN agencies, the Department of Foreign Affairs and Trade (DFAT) Australia, The Asia Foundation, NGOs, and other key development partners, subject to their availability and interest. TOR of the Evaluation Reference Group will be developed.

The Evaluation team should adhere to all the above-mentioned UNEG and UNICEF evaluation guidance documents throughout the evaluation process. The team is also responsible for ensuring that all the deliverables are compliant with UNICEF-Adapted UNEG Evaluation Report Standards, UNEG Norms and Standards for Evaluations and Geros Evaluation Quality Assurance Tool before the submission to UNICEF.

1. Qualifications and experience

Annex B

The evaluation will be carried out by the consultant with additional support of an in-country team (a mix of international and national experts) or an institution. UNICEF is flexible in the team's composition provided the evaluation work is of high quality. A gender balanced and culturally diverse team composition, including national team member, is strongly encouraged. Examples of profiles could be as follows:

Evaluation expert (team leader) (international expert/ preferable based in Dili) – with minimum 5 years of expertise and experience in development programme evaluation (including country programme and/or outcome level evaluations and evaluative activities jointly conducted with national government partners) preferably with a multidisciplinary background, strong strategic and analytical skills, familiar with the socio-economic context of South East Asian countries, and with good knowledge of UNEG evaluation norms and standards and experience in leading a team for UN evaluations. As team leader, she/he is responsible for preparing the overall work plan and overseeing its implementation, ensuring coherence of the analytical approach, and ensuring that all evaluation outputs are produced in an acceptable and timely manner. She/he will also be responsible for ensuring cross-cutting issues e.g., gender equality, equity and human rights, including child rights are well considered; ensuring ethical conduct of evaluation; ensuring adequate trainings for national team members/enumerators; also ensuring integration of the inputs of the other team members into a coherent evaluation report.

The evaluation expert, as the contracted consultant for the assignment, must establish a support team that can be (as a reference but not exclusive):

- o Child Protection/Evaluation Specialist – with extensive expertise and minimum 5 years of experience in conducting capacity building, child protection or GBV evaluations with a focus on social welfare services, child protection, and child and family welfare policy, knowledgeable of institutional issues related to development programming. Familiarity with the social protection context in Timor-Leste, as well as specific equity, gender, climate and humanitarian child protection and human rights issues.

- o Research associate/coordinator – will be tasked to support coordination, data collection, organizing and documentation of evaluation meetings including the validation event, and all administrative and logistical support required to implement the evaluation, including interpretation/translation. In preference a Timor-Leste national.

2. Criteria for selecting the individual/institution conducting the evaluation project

The technical and financial proposals shall be given a weight of 70% and 30%, respectively, for a total score of 100%. The minimum score required for the technical proposal is 42 points. Technical proposals scoring less than 42 points will be considered non-responsive; therefore, will be rejected. Financial proposals shall only be assessed for organizations that passed the minimum required score for the technical component.

The submitted proposal shall be assessed using the following matrix. Hyperlinks to supporting documentation should be provided, please do not share hard copies.

CATEGORY	MAX. POINTS
1. TECHNICAL CAPACITY <ul style="list-style-type: none"> • Professional expertise and experience in similar tasks as in the terms of reference (20) • Evidence of past work, availability of relevant reports (20) 	40
2. Technical proposal (METHODOLOGY / APPROACH) <ul style="list-style-type: none"> • Quality of the technical proposal (10) • Quality of the proposed approach/methodology based on the terms of reference, including demonstrated understanding of the scope and objectives of the work (10) • Feasibility of the proposed workplan and schedule of activities (10) 	30

Passing score for the technical proposal is 60% of 70, i.e., 42 points and above.

TOTAL MARKS FOR TECHNICAL COMPONENT	70
4. FINANCIAL PROPOSAL – PRICE Full marks are allocated to the lowest priced proposal. The financial scores of the other proposals will be in inverse proportion to the lowest price.	30
TOTAL MARKS	100

3. Application process and methods

Each proposal will be assessed first on its technical merits and subsequently on its price. In making the final decision, UNICEF considers both technical and financial proposals. The assessors first review the technical proposals followed by review of the financial proposals of the technically compliant firms. The proposal obtaining the highest overall score after adding the scores for the technical and financial proposals together, that offers the best value for money, will be recommended for award of the contract.

The technical proposal should include but not be limited to the following:

a) Presentation of the individual/institution, including:

> Individual

- o Name of the consultant;
- o Profession and summary of experience;
- o Location of offices or agents relevant to this proposal

> Institution

- o Name of the institution;
- o Date and country of registration/incorporation;
- o Summary of corporate structure and business areas;
- o Corporate directions and experience;
- o Location of offices or agents relevant to this proposal; and o Number and type of employees.

b) Narrative description of the experience and capacity in the following areas:

- Experience in carrying out evaluation of social policies or capacity-building strategies, child protection/social welfare interventions
- Experience in formative evaluation of interventions, related to capacity building programmes, in the areas of child protection, social welfare, and gender-based violence (GBV), ideally implemented through government institutions;
- Previous assignments in developing countries in general, related to child protection, social welfare, capacity building or GBV programmes, preferably in East Asia and the Pacific; and
- Previous and current assignments using UNEG Norms and Standards for evaluation.

- c) Relevant References of the proposer (past and ongoing assignments) in the past five years. UNICEF may contact reference persons for feedback on services provided by the proposers.
- d) Samples or links to samples of previous relevant work listed as reference of the proposer (at least three), on which the consultant/the proposed key personnel of the institution actively contributed or authored.
- e) Methodology: It should minimize repeating what is stated in the ToR. There is no minimum or maximum length. If in doubt, ensure sufficient detail.
- f) Work Plan, which will include as a minimum requirement the following:
General work plan based on the one proposed in the ToR, with comments and proposed adjustments, if any; and detailed timetable by activity (it must be consistent with the general work plan and the financial proposal).
- g) Evaluation consultant/proposed key personnel of the institution:
CV of the expert(s) proposed to carry out the evaluation
Description of support team (number and profile of research and administrative assistants etc, if any)
The technical proposal will be submitted in electronic format. The presence of a conflict of interest of any kind (e.g., having worked for one of the implementing partners in Timor-Leste in the area of the SWW) will disqualify prospective candidates from consideration.

The financial proposal should include but not limited to the following:

- a) Resource costs: daily rate multiplied by number of days of the expert(s) involved in the evaluation.
- b) Conference or workshop costs (if any): indicate nature and breakdown if possible.
- c) Travel costs: all travel costs should be included as a lump sum fixed cost (including costs for accommodation and meals). For all travel costs, UNICEF will pay as per the lump sum fixed costs provided in the proposal. A breakdown of the lump sum travel costs should be provided in the financial proposal.
- d) Any other costs (if any): indicate nature and breakdown.
- e) The financial proposal must be fully separated from the technical proposal, i.e., in a separate file. Costs will be formulated in US\$ and free of all taxes.

5. Administrative Issues

- The bidder is requested to provide an all-inclusive cost in the financial proposal while factoring in all cost implications for the required service / assignment in the context of Timor-Leste;
- The bidder to decide the timing and methodology of recruitment complying with the deliverables and allocated time to each deliverable
- Travel to and from Timor-Leste should be included in the consultancy fee;
- The consultant/institution needs to arrange their teams' own mobile telecommunication including voice calls and internet data;
- UNICEF will facilitate the logistics and coordination of validation workshops and meetings including traveling to the venues;
- UNICEF will provide the necessary guidance and overall coordination for the field visits, but the consultant/institution will be required to arrange accommodation and manage all field level communication and coordination as required.

3. Evaluation Bibliography & References

AUTHOR	YEAR	PUBLICATION
Association of Southeast Asian Nations (ASEAN)	2020	ASEAN Road Map for the Implementation of the Hanoi Declaration on Strengthening Social Work for Cohesive and Responsive ASEAN Community https://asean.org/wp-content/uploads/2021/11/FINAL-ASEAN-Social-Work-Road-Map_AMMSWD-endorsed.pdf
Australian Government	2021	Independent Evaluation of the Nabilan Programme Phase II. https://www.dfat.gov.au/publications/development/timor-leste-nabilan-phase-2-independent-evaluation
Australian Government, Timor-Leste Police Development Program	2018	Timor Leste Police Development Program 2018 - 2022: Design Document Retrieved from https://www.dfat.gov.au/publications/development/timor-leste-police-development-program-2018-2022-design-document
Australian Government, Timor-Leste Police Development Program	2021	Management Response of the Joint Independent Evaluation of the Nabilan Program. 2021. Australian Government, Timor-Leste Police Development Program. Retrieved from: https://www.dfat.gov.au/sites/default/files/timor-leste-nabilan-phase-2-independent-evaluation-management-response.pdf
Australian Government. Australian Institute of Family Studies.	2022	"LGTBIQA+ glossary of common terms" Retrieved from: https://aifs.gov.au/sites/default/files/publication-documents/22-02_rs_lgbtqa_glossary_of_common_terms_0.pdf
Beatrice Siviero	2023	"Violence is everywhere': Child abuse remains a primary concern in Timor-Leste". Globe. Retrieved from: https://southeastasiaglobe.com/violence-is-everywhere-child-abuse-remains-a-primary-concern-in-timor-leste/
BELUN. Constantino da C. C. X. Escollano Brandao	2012	Culture and its impact on social & community life. A case Study of Timor-Leste. Policy Brief Nº 5 at Early Warning Response
Bu Wilson, Richard Bell, and Ellie McDonald	2021	Timor-Leste Police Development Program (TLPDP) – Joint Independent Evaluation Retrieved from: https://www.dfat.gov.au/sites/default/files/timor-leste-police-development-program-joint-independent-evaluation-2021.pdf
Chloe Olliver, Erin Passmore and Deborah Thomas	2022	Partnership For Human Development (PHD): Mid Term Review Prepared for Australian Embassy in Timor Leste. Retrieved from https://www.dfat.gov.au/sites/default/files/timor-leste-partnership-for-human-development-mtr-report.pdf
Consortium of organisations in Timor-Leste	2021	Timor-Leste Disability Sector's Joint Submission on the Progress and Challenges of Disability Inclusive Development in Timor-Leste, Universal Periodic Review Report for 2021. Retrieved from: https://www.laohamutuk.org/Justice/UPR/2021/JS1_UPR40_TLS_E_Main.pdf
Cristina MOSNEAG	2019	Independent Evaluation of the Timor Leste United Nations Development Assistance Framework UNDAF (2015 - 2029)

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A, Zulmira FONSECA		
DESI Consulting	2021	Ending Violence Against Women. Review Report of the Nabilan Programme; Retrieved from https://www.dfat.gov.au/sites/default/files/timor-leste-nabilan-phase-2-independent-evaluation-review-report.pdf
General Directorate of Statistic (MoF) & UNFPA	2015	Timor-Leste Population and Housing Census 2015
Global Social Service Workforce Alliance	2022	Global Social Service Workforce Alliance. Available at: www.socialserviceworkforce.org/framework-strengthening-social-service-workforce
Government of Timor-Leste	2023	The Second Voluntary National Review Report on Progress of the Implementation of the SDGs, 2023 (Timor-Leste VNR-2): People-Centred Sustainable Development: Leaving No One Behind, Dili: Timor-Leste; Available at https://timorleste.un.org/sites/default/files/2023-07/Timor-Leste_15Jul2023_web.pdf
Government of Timor-Leste		National Policy for Inclusion and Promotion of the Rights of People with Disabilities
Government of Timor-Leste and UNICEF	2020	Situation Analysis of Children in Timor-Leste Available at: https://www.unicef.org/timorleste/reports/situation-analysis-children-timor-leste
Government of Timor-Leste	2011	Timor Leste Strategic Development Plan 2011 - 2020
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John Mayne	2008	Building an Evaluative Culture for Effective Evaluation and Results Management
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Kayli Wild and Angela Taft, Judith Lumley Centre, La Trobe University	2019	Adapting and evaluating WHO's curriculum for health providers responding to violence against women: Final report on pre-service training pilots in Timor-Leste
La Trobe University. Wild K, Gomes L, Fernandes A, Marcal L, de Araujo G, Taft A	2019	Pre-service training course for health providers responding to violence against women and children in Timor-Leste: Facilitator's guide.
Megan McCoy, AusAID Regional Specialist, Disability Inclusive Development (Asia); Cornelio de deus Gomes – AusAID Dili Post; Joel Alex Morais – Ra'es Hadomi Timor Oan; Jonio Soares – Disability Working Group Secretariat	2013	Access to Mainstream Health and Rehabilitation Services for People with Disability in Timor-Leste. Situational Analysis. Retrieved from Retrieved from: https://www.dfat.gov.au/sites/default/files/timor-leste-access-health-rehab-services-people-disability-sit-analysis.pdf
Ministry of Health (MoH)	2011	National Health Sector Strategic Plan 2011 - 2030 "Healthy East Timorese people in a healthy Timor Leste". Government of Timor-Leste
Ministry of Social Solidarity and Inclusion (MSSI)	2014	Child and Family Welfare Policy
Ministry of Social Solidarity and	2014	Human Resource Strategy

AUTHOR	YEAR	PUBLICATION
Inclusion (MSSI)		
Ministry of Social Solidarity and Inclusion (MSSI)	2014	Social Welfare Workforce capacity development strategy
Ministry of Social Solidarity and Inclusion (MSSI)	2016	Child and Family Welfare training program; Module 8 "Situation Analysis – assessment, referrals and restorative justice practices"
Ministry of Social Solidarity and Inclusion (MSSI)	2016	MSSI Child and Family Welfare training program; Module 5: Promoting child and family welfare
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Ministry of Social Solidarity and Inclusion (MSSI)	2017	Learning Assessment on Pilot Curriculum Training (Internal Document)
Ministry of Social Solidarity and Inclusion (MSSI)	2022	Despacho de Nomeação: Nº 73/GDGSC-MSS/II/2016; Despacho de Nomeação formadores: Ref. Nº 32/GAB-MSSI/XI/2020; Ref. Nº 275/GAB-MSSI/XI/2021
Ministry of Social Solidarity and Inclusion (MSSI)	2022	MSSI Presentation. Konsietu konaba Instituto Nasional Impaktu Sosial (INIS). Formasaun Kualificasaun servico Social Professional, February 2023
Ministry of Interior	2017	National Action Plan on United Nations Security Council Resolution 1325 (2000) on Women, Peace and Security (2016-2020).
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Sarah Dyer	2019	Review Report: Disability Specific Partners and Program. Report prepared for Australian Department of Foreign Affairs and Trade (DFAT)

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The Asian Foundation	2018	Nabilan Programme 2018 Annual report. Retrieved from https://www.dfat.gov.au/sites/default/files/timor-leste-nabilan-progress-report-2018.pdf
The Asian Foundation (TAF)	2016	Understanding Violence against Women and Children in Timor-Leste: Findings from the Nabilan Baseline Study
The Equality Institute		Report based on Secondary data analysis of 2015 Nabilan baseline survey
UNDAF	2015	United Nations Development Assistance Framework (UNDAF) 2015-2020
UNDP	2020	Socio-Economic Impact Assessment of COVID-19 in Timor-Leste, United Nations in Timor-Leste, Round 2, 2021 (SEIA-2), 2021. Retrieved from: https://www.undp.org/timor-leste/publications/socio-economic-impact-assessment-covid-19-timor-leste
UNDP/JUS; Oliveira, Barbara Nazareth	2022	Law and Practice of the Criminal Procedure in Cases of Gender-Based Violence in Timor-Leste
UNICEF	2015	Baseline Study of Knowledge, Attitudes and Practices towards Ten Key Focus Areas of Parenting in Timor-Leste Retrieved from: https://www.unicef.org/timorleste/reports/baseline-study-knowledge-attitudes-and-practices-towards-ten-key-focus-areas-parenting-tim
UNICEF	2016	Study on violence against children in and around educational settings Timor-Leste
UNICEF	2018	Child Protection and participation FACTSHEET "Upholding child rights, promoting children voices" Available: https://www.unicef.org/timorleste/media/586/file/18052018%20Child%20Protection%20and%20Participation%20Fact%20Sheet.pdf.pdf
UNICEF	2019	2019 A Journal of Change in Timor Leste. Available: https://www.unicef.org/timorleste/reports/2019-journal-change-timor-leste
UNICEF	2019	"A road map. Strengthening and professionalizing social service workforce in Timor-Leste"
UNICEF	2019	Donor Annual Report_Momentum and Opportunity: Strengthening the Child and Family Welfare System for the Future of Timor-Leste 2019
UNICEF	2019	Guidelines to Strengthen the Social Service Workforce for Child Protection
UNICEF	2019	Guidelines to Strengthen the Social Service Workforce for Child Protection', UNICEF
UNICEF	2019	Mapping of social service workforce and social services and in Timor-Leste 2019
UNICEF	2020	Annual Report_Momentum and Opportunity: Strengthening the Child and Family Welfare System for the Future of Timor-Leste
UNICEF	2021	Child Protection Strategy 2021-2030
UNICEF	2021	Child Protection Systems Strengthening: Approach
UNICEF	2021	Child Protection Systems Strengthening: Approach; Benchmarks; Interventions
UNICEF	2022	TOR of the Country-led Evaluation of the child protection-related CDIs targeting SWW in Timor-Leste.
UNICEF; Global Social Service	2019	The Social Service Workforce in the East Asia and Pacific Region, Multi-Country Review, Bangkok Available at https://www.unicef.org/eap/media/4561/file/workforce.pdf

AUTHOR	YEAR	PUBLICATION
Workforce Alliance		
UNICEF&Women's Refugee Commission	2018	SUPPORTING SURVIVORS OF VIOLENCE: MODULE HANDOUTS. The role of linguistic and cultural mediators (LCMs). A training curriculum. Available: https://www.unicef.org/eca/media/15781/file/Facilitators%20guide.pdf
United National Timor-Leste Government of Timor-Leste	2021	The United Nations Sustainable Development Cooperation Framework (UNSDF), <i>Timor-Leste</i> , 2021-2025
United States Agency for International Development.	2021	The Local Health System Sustainability Project Timor-Leste Activity; (USAID Health Systems Sustainability Activity) under the USAID Integrated Health Systems IDIQ.; Timor-Leste Gender Equity and Social Inclusion Analysis and Action Plan. Rockville, MD: Abt Associates.
USAID	2020	Strengthening the Timor-Leste National Institute of Health: A partnership in institutional development. Retrieved from https://publications.jsi.com/JSIInternet/Inc/Common/download_pub.cfm?id=23893&lid=3
USAID	2022	The Local Health System Sustainability Project (LHSS) under the USAID Integrated Health Systems IDIQ. January 2022. Timor-Leste FY2022 Quarter 1 Progress Report. Rockville, MD: Abt Associates. Retrieved from: https://pdf.usaid.gov/pdf_docs/PA00Z979.pdf
Wild K, Gomes L, Fernandes A, Marcal L, de Araujo G, Taft A	2019	"Pre-service training course for health providers responding to violence against women and children in Timor-Leste: Facilitator's guide". Melbourne: La Trobe University. Retrieved from: https://opal.latrobe.edu.au/articles/book/Facilitator_s_manual/11379603
Wild K, Ingham X, Amir L, Thompson S, Fernandes E, Wohlman A.	2020	Harmonia - Communities ending gender-based violence. Gender Equality and Social Inclusion (GESI) Analysis. Washington: Health Alliance International
Wild KJ, Gomes L, Fernandes A, de Araujo G, Madeira I, da Conceicao Matos L, McDonald S, Taft A.	2019	Responding to violence against women: A qualitative study with midwives in Timor-Leste. <i>Women Birth</i> . 2019 Aug;32(4)

AUTHOR	YEAR	PUBLICATION
Wild, Kayli J., Lidia Gomes, Angelina Fernandes, Guilhermina de Araujo, Isabelita Madeira, Livio da Conceicao Matos, Susan McDonald, and Angela Taft.	2019	Responding to violence against women: A qualitative study with midwives in Timor-Leste. <i>Women and Birth</i> 32, no. 4; 2019.
World Bank	2018	Systematic Country Diagnostic: Pathways for a New Economy and Sustainable Livelihoods
World Bank	2018	Timor-Leste Country Diagnostic
World Health Organization WHO		Adapting and evaluating WHO's curriculum for health providers responding to violence against women: Final report on pre-service training pilots in Timor-Leste
World Vision, Save the Children, ChildFund, Plan International	2019	"Unseen, Unsafe: Underinvestment in Ending Violence Against Children in the Pacific and Timor-Leste"
Webpages		
UNDP	December 2021	Together for Equality: Preventing and Responding to Gender-Based Violence in Timor-Leste https://www.undp.org/timor-leste/projects/together-equality
UNDP	February 2023	Spotlight Initiative https://www.undp.org/timor-leste/projects/spotlight-initiative
La Trobe University	April 2023.	Supporting health system responses to violence against women and children in Timor-Leste, Latrobe University https://www.latrobe.edu.au/jlc/research/reducing-violence/timor-leste
Social Service Workforce Global Alliance	December 2023	https://www.socialserviceworkforce.org/
Caritas	2023	Tackling Gender-Based Violence (GBV) in Timor-Leste. May 2021 https://www.caritas.org.au/news/blog/tackling-gender-based-violence-gbv-in-timor-leste/

4. Evaluation list of participants

4.1. Key Informant Interviews Participants

NAME	POSITION	ORGANIZATION / PROGRAM	DATE	SECTOR	LOCATION	MODALITY
MARCELINA TILMAN	DIRECTOR	LEGAL AND JUSTICE TRAINING CENTER - LJTC	dic-22	JUSTICE	DILI	PRESENTIAL
SHINTA DEWI	PROGRAM MANAGER	THE ASIAN FOUNDATION / NABILAN PROGRAME MANAGER	nov-22	SOCIAL	DILI	REMOTE
LIVIO JAVIER XOARES	SPOTLIGHT INITIAVE COORDINATOR	UNDP TIMOR-LESTE	nov-22	SOCIAL	DILI	REMOTE
DOMINGOS SOUSA	CHILD PROTECTION MANAGER	UNICEF TIMOR-LESTE	nov-22	SOCIAL	DILI	REMOTE
SUZANNE PRESTON	TLPDP GENDER ADVISOR	TIMOR-LESTE POLICE DEVELOPMENT PROGRAM - TLPDP	23/12/22	SECURITY	DILI	PRESENTIAL
MARCELA IDA CARDOSO MARCIA SEQUEIRA	DIRECTOR PROGRAM MANAGER LEGAL COORDINATOR	ASISTENSIA LEGAL BA FETO NO LABARIK - ALFELA	16/1/23	JUSTICE	DILI	PRESENTIAL
MANUEL DOS SANTOS HERCULANO GRANADEIRO HORTENCIA FÁTIMA MIRANDA SILVIA DE JESÚS ARAUJO	DIRECTOR PROGRAM MANAGER COUNSELOR - FATIN HAKMATEK COUNSELOR - FATIN HAKMATEK	PSYCHOSOCIAL & RECOVERY ASSOCIATION TIMOR-LESTE - PRADET	17/1/23	HEALTH	DILI	PRESENTIAL
DIRCIO FRANCISCO XIMENES	GENDER FOCAL POINT	UNFPA	17/1/23	HEALTH	DILI	PRESENTIAL
JOHANA PAULA SHINTA DEWI LIZZIE ADAMS	PROGRAM MANAGER PREVENTION MANAGER	THE ASIAN FOUNDATION / NABILAN PROGRAME	18/1/23	SOCIAL	DILI	PRESENTIAL
MARIANA	DOCTOR	MIINSTRY OF HEALTH / HEALTH CENTER LIQUIÇA	19/1/23	HEALTH	LIQUIÇA	PRESENTIAL
CLARINHA	VPU OFFICER	PNTL / VULNERABLE'S PEOPLE UNIT	19/1/23	SECURITY	LIQUIÇA	PRESENTIAL
	DIRECTORA	MINISTRY OF SOCIAL SOLIDARITY	19/1/23	SOCIAL	LIQUIÇA	PRESENTIAL

NAME	POSITION	ORGANIZATION / PROGRAM	DATE	SECTOR	LOCATION	MODALITY
DANIEL DOS SANTOS	VIALLAGE CHIEF	MINISTRY OF STATE ADMINISTRATION / LAUHATA VILLAGE	20/1/23	ADMIN	LIQUIÇA	PRESENTIAL
JOSE ALVES	MUNICIPALITY ADMINISTRATOR	MINISTRY OF STATE ADMINISTRATION / LIQUIÇA OFFICE	20/1/23	ADMIN	LIQUIÇA	PRESENTIAL
DIONISIO DE JESUS COSTA	HUMAN RESOURCE - TOT	MINISTRY OF SOCIAL SOLIDARITY	20/1/23	SOCIAL	LIQUIÇA	PRESENTIAL
	VPU OFFICER	PNTL / VULNERABLE'S PEOPLE UNIT	23/1/23	SECURITY	VIQUEQUE	PRESENTIAL
JOAN MANUEL PINTO	DOCTOR	MINISTRY OF HEALTH / HEALTH CENTER VIQUEQUE	24/1/23	HEALTH	VIQUEQUE	PRESENTIAL
MARISA SOARES CARVALHO	LEGAL COUNCELOR	ALFELA	24/1/23	JUSTICE	VIQUEQUE	PRESENTIAL
CRISTINA ROSAWATI GUSMAO	SHELTER COORDINATOR	SHELTER UMA MAHON VIQUEQUE	24/1/23	SOCIAL	VIQUEQUE	PRESENTIAL
ANA PAULA	SCHOOL COORDINATION OFFICE/ FINANCE OFFICER	MINISTRY OF EDUCATION	25/1/23	EDUCATION	VIQUEQUE	PRESENTIAL
JOANINHA TERESA FATIMA SOARES	PARALEGAL OFFICER	ALFELA	26/1/23	JUSTICE	MANATUTO	PRESENTIAL
JOANNA DE ALMEIDA AGUSTINHA SOARES	CHILD PROTECTION OFFICER 1 CHILD PROTECTION OFFICER 2	MINISTRY OF SOCIAL SOLIDARITY AND INCUSSION	26/1/23	SOCIAL	MANATUTO	PRESENTIAL
DIRCE MADEIRA	CHIEF OF DEPARTMENT FOR TRAINNING	NATIONAL INSTITUTE OF HEALTH - INS	30/1/23	HEALTH	DILI	PRESENTIAL
MARIA AGNES	JUS OFFICER	JUSTISIA SOCIAL - JUS	30/1/23	JUSTICE	DILI	PRESENTIAL
ARQUIMIO RAMOS	COMANDER	PNTL / POLICE ACADEMY	30/1/23	SECURITY	DILI	PRESENTIAL
SIDALIA DO REGO	ALUMNAE MEMBER SWW ASSOCIATION MEMBER TAF STAFF	TAF / ALUMNAE MEMBER / ASSOCIATION MEMBER	31/1/23	SOCIAL	DILI	PRESENTIAL
DARIO FERNANDES DOUTEL DA SOUSA	CONNECT WITH RESPECT (SPOTLIGHT) MANAGER	UNWOMEN TIMOR-LESTE	1/2/23	SOCIAL	DILI	PRESENTIAL
ZIPORA CABEÇA MOISES XAVIER	DIRECTOR PSYCHOLOGIST	CASA VIDA	2/2/23	SOCIAL	DILI	PRESENTIAL
TAMMY KASSIOU	MANAGING DIRECTOR	ISAT	14/2/23	SOCIAL	DILI	REMOTE

NAME	POSITION	ORGANIZATION / PROGRAM	DATE	SECTOR	LOCATION	MODALITY
VERONICA TILMAN MIRA VITORINA	PROGRAM MANAGER OPERATIONAL MANAGER ADVOCACY OFFICER	ADTL	18/3/23	SOCIAL	DILI	PRESENTIAL
GIZELA MONIZ	CHILD PROTECTION OFFICER	UNICEF TIMOR-LESTE	20/01/2023 31/1/2023 03/02/2023	SOCIAL	DILI	PRESENTIAL

4.2. Survey institutional participants

TRAINING RECIPIENTS	ORGANIZATION	MUNICIPALITY	SECTOR
NABILAN PROGRAM CERTIFICATE III SOCIAL SERVICES	ALFELA	VIQUEQUE	JUSTICE
NABILAN PROGRAM CERTIFICATE III SOCIAL SERVICES	PRADET	DILI	HEALTH
NABILAN PROGRAM CERTIFICATE III SOCIAL SERVICES	PRADET	DILI	HEALTH
NABILAN PROGRAM CERTIFICATE III SOCIAL SERVICES	PRADET	DILI	HEALTH
NABILAN PROGRAM CERTIFICATE III SOCIAL SERVICES	PRADET	DILI	HEALTH
NABILAN PROGRAM CERTIFICATE III SOCIAL SERVICES	PRADET	DILI	HEALTH
NABILAN PROGRAM CERTIFICATE III SOCIAL SERVICES	PRADET	DILI	HEALTH
NABILAN PROGRAM CERTIFICATE III SOCIAL SERVICES	PRADET	DILI	HEALTH
NABILAN PROGRAM CERTIFICATE III SOCIAL SERVICES	ALFELA Paralegal	MANATUTO	JUSTICE
NABILAN PROGRAM CERTIFICATE III SOCIAL SERVICES	UMA PAS	VIQUEQUE	SOCIAL
MSSI CHILD AND FAMILY WELFARE TRAINING PORGRAM	ALOLA FOUNDATION	LIQUIÇA	SOCIAL
MSSI CHILD AND FAMILY WELFARE TRAINING PORGRAM	MSSI	LIQUIÇA	SOCIAL
MSSI CHILD AND FAMILY WELFARE TRAINING PORGRAM	CARE	LIQUIÇA	SOCIAL
MSSI CHILD AND FAMILY WELFARE TRAINING PORGRAM	MSSI	LIQUIÇA	SOCIAL
MSSI CHILD AND FAMILY WELFARE TRAINING PORGRAM	National Directorate Prevention Community Conflict - Mol	LIQUIÇA	SOCIAL
MSSI CHILD AND FAMILY WELFARE TRAINING PORGRAM	MoE	LIQUIÇA	EDUCATION
MSSI CHILD AND FAMILY WELFARE TRAINING PORGRAM	MSSI	LIQUIÇA	SOCIAL
MSSI CHILD AND FAMILY WELFARE TRAINING PORGRAM	Radio Komunidade Tolodede	LIQUIÇA	MEDIA
MSSI CHILD AND FAMILY WELFARE TRAINING PORGRAM	PNTL	LIQUIÇA	SECURITY
MSSI CHILD AND FAMILY WELFARE TRAINING PORGRAM	MAE	LIQUIÇA	SOCIAL
MSSI CHILD AND FAMILY WELFARE TRAINING PORGRAM	MAE	LIQUIÇA	SOCIAL
MSSI CHILD AND FAMILY WELFARE TRAINING PORGRAM	MAE	LIQUIÇA	SOCIAL
MSSI CHILD AND FAMILY WELFARE TRAINING PORGRAM	INS/MoH	LIQUIÇA	HEALTH
MSSI CHILD AND FAMILY WELFARE TRAINING PORGRAM	UMA PAS	VIQUEQUE	SOCIAL
MSSI CHILD AND FAMILY WELFARE TRAINING PORGRAM	MoE	VIQUEQUE	EDUCATION
MSSI CHILD AND FAMILY WELFARE TRAINING PORGRAM	MSSI - CSSMV	VIQUEQUE	SOCIAL

TRAINING RECIPIENTS	ORGANIZATION	MUNICIPALITY	SECTOR
MSSI CHILD AND FAMILY WELFARE TRAINING PORGRAM	MSSI	VIQUEQUE	SOCIAL
MSSI CHILD AND FAMILY WELFARE TRAINING PORGRAM	National Directorate Prevention Community Conflict - Mol	VIQUEQUE	SOCIAL
MSSI CHILD AND FAMILY WELFARE TRAINING PORGRAM	CSO	VIQUEQUE	SOCIAL
MSSI CHILD AND FAMILY WELFARE TRAINING PORGRAM	INS/MoH	VIQUEQUE	HEALTH
MSSI CHILD AND FAMILY WELFARE TRAINING PORGRAM	ALFELA	MANATUTO	JUSTICE
MSSI CHILD AND FAMILY WELFARE TRAINING PORGRAM	Ministry of Justice	MANATUTO	JUSTICE
MSSI CHILD AND FAMILY WELFARE TRAINING PORGRAM	RAES Hadomi Timor oan	MANATUTO	SOCIAL
MSSI CHILD AND FAMILY WELFARE TRAINING PORGRAM	MSSI	MANATUTO	SOCIAL
MSSI CHILD AND FAMILY WELFARE TRAINING PORGRAM	SEJD	MANATUTO	SOCIAL
MSSI CHILD AND FAMILY WELFARE TRAINING PORGRAM	MSSI	MANATUTO	SOCIAL
MSSI CHILD AND FAMILY WELFARE TRAINING PORGRAM	Ministry of Health	MANATUTO	HEALTH
MSSI CHILD AND FAMILY WELFARE TRAINING PORGRAM	PNTL	MANATUTO	SECURITY
MSSI CHILD AND FAMILY WELFARE TRAINING PORGRAM	MSSI	MANATUTO	SOCIAL
MSSI CHILD AND FAMILY WELFARE TRAINING PORGRAM	MSSI	MANATUTO	SOCIAL
MSSI CHILD AND FAMILY WELFARE TRAINING PORGRAM	MSSI	MANATUTO	SOCIAL
MSSI CHILD AND FAMILY WELFARE TRAINING PORGRAM	M. Education	MANATUTO	EDUCATION
MSSI CHILD AND FAMILY WELFARE TRAINING PORGRAM	Cruz Vermella Timor-Leste	MANATUTO	SOCIAL
MSSI CHILD AND FAMILY WELFARE TRAINING PORGRAM	MSSI	MANATUTO	SOCIAL
MSSI CHILD AND FAMILY WELFARE TRAINING PORGRAM	PNTL / MOI	MANATUTO	SECURITY

4.3. Focus Group Discussion with Child Protection Networks

FGD	MUNICIPALITY	SECTOR	POSITION	ORGANIZATION
FGD 1	LIQUIÇA	SOCIAL	NGO STAFF	ALOLA FOUNDATION
		SOCIAL	CHILD PROTECTON OFFICER	MSSI
		SOCIAL	NGO STAFF	CARE
		SOCIAL	TECNICAL OFFICER	MSSI
		SOCIAL	Prevention and mediation technical officer	National Directorate Prevention Community Conflict - Mol
		EDUCATION	Preescolar coordinatiør - Education	MoE
		SOCIAL	GENDER FOCAL POINT	MSSI
		MEDIA	MEDIA OFFICER	Radio Komunidade Tolodede
		SECURITY		PNTL
		SOCIAL	Technical State Administration Likiza	MAE
		SOCIAL	Suco chief	MAE
		SOCIAL	Suco conselho	MAE
		HEALTH	Doctor Health Post	INS/MoH
FGD 2	VIQUEQUE	SOCIAL	Consellour UMAPAZ UMAMAHON KHC	UMA PAS
		EDUCATION	Education focal point	MoE Viqueque
		SOCIAL	Norberto (Socail Technical adminsitrative post	MSSI - CSSMV
		SOCIAL	OPL - GBV	MSSI
		SOCIAL	Technical information and mediation	National Directorate Prevention Community Conflict - Mol
		SOCIAL	Centro Juventude	CSO
		HEALTH	HEALTH POST - Mental health area	INS/MoH
FGD 3	MANATUTO	JUSTICE	Paralegal	ALFELA Paralegal

FGD	MUNICIPALITY	SECTOR	POSITION	ORGANIZATION
		JUSTICE	Official Civil Registry	Ministry of Justice
		SOCIAL	Official	RAES Hadomi Timor oan
		SOCIAL	Joanina da Silva, MSSSI	MSSSI VBG,Focal point
		SOCIAL	Focal Point	SEJD
		SOCIAL	Director	MSSSI
		HEALTH	Official	Ministry of Health
		SECURITY	Investigation police officer	PNTL
		SOCIAL	Tecnico Social	MSSSI
		SOCIAL		MSSSI
		SOCIAL	Child Protection Officer CPO	MSSSI
		EDUCATION		M.Education
		SOCIAL	Coordinator	Cruz Vermelha Timor-Leste
		SOCIAL	CPO	MSSSI
		SECURITY	VPU	PNTL / MOI

4.4. Focus Group Discussion with Technical Working Group from MSSSI.

5. Capacity Development Mapping List of Initiatives (Mapping)

SECTOR SWW profile	YEAR	CBI / TRAINING ACTIVITY	SWs RECIPIENTS	Nº PARTICIPANTS	FACILITATED BY	INITIATIVE/PROGRAMME/PROJECT	DONOR FUNDED BY	MODALITY (Type of CBI)	In-service or Pre-service	LENGTH
SOCIAL	2022 /23	Certificate IV in TRAINNING AND MANAGEMENT social services	MSSI TWG	8	Australia n Company from Education sector	MSSI SWW Development Strategy / UNICEF Momentum	Australia DFAT	Certified training by accredited institution in australia	in-service	10 units from 6 to 12 months
SOCIAL	2018 to 2022	KOKOSA! Komesa, Kosiensia Suporta & Aksaun (global program name SASA)	Local authority, youth activists	na	PRADET		TAF	training&socialization	in-service	
SOCIAL	2018 - 2019	workshop + in service Play Therapy course approach + study tour mana Shinta	Shelters staff + TAF staff (ToT)	na		NABILAN PROGRAM		WORKSHOP	in-service	
SOCIAL	2016 - 2018	ToT Module Curriculum training package (14 Modules training)	MSSI SWW Technical Working Group	8	MSSI	MSSI SWW Development Strategy	MSSI/UNICEF/A USTRALIAN GOV	TRAINING	In service	129 hours
SOCIAL	2016 - 2018	Facilitation Skills training to deliver SWW training	MSSI SWW Technical Working Group and SWW Trainer	8	MSSI	MSSI SWW Development Strategy	MSSI/UNICEF/A USTRALIAN GOV	TRAINING	In service	129 hours
SOCIAL	2015 - 2017 - 2018 - 2022		NGO STAFF FROM CASA VIDA, FOKUPERS, Community and children and women victims	na	Casa Visa staff	EU-Triangle Generation Humanitaire's project support: Casa Vida, Fokupers, Pradet	EU + DIMES Switzerland - DIMES stichting Charitable Foundation		In service	

Country-Led Evaluation of Social Welfare Workforce Capacity Building Initiatives in Timor-Leste from 2016 to 2022.
Final Report

SECTOR SWW profile	YEAR	CBI / TRAINING ACTIVITY	SWs RECIPIENTS	Nº PARTICIPANTS	FACILITATED BY	INITIATIVE/PROGRAMME/PROJECT	DONOR FUNDED BY	MODALITY (Type of CBI)	In-service or Pre-service	LENGTH
SOCIAL	2023	Certificate III Community Services	MSSI SWW Trainers	8	MSSI-ISAT	MSSI SWW Development Strategy as pathways to certified MSSI SWW training programme to international standard	UNICEF AUSTRALIA/DFAT GOVERNMENT MSSI FUNDS	Training and Placement	In service	8 months
SOCIAL	2023	Positive Parenting	parents & caregivers at community	na		HAMNASA & NABILAN				
SOCIAL	2022	Certificate IV in Training and Assessment	MSSI SWW Technical Working Group	8	MSSI	MSSI SWW Development Strategy	MSSI/UNICEF/AUSTRALIAN GOV	TRAINING	In-service and pre service	8 months
SOCIAL	2022	GBV prevention	Focal Point from Civil Protection from 9 Municipalities (Bobonaro, Oecusse, Liquica, Covalima, Manatutu, Manufahi, Viqueque, Lautem, Aileu) and CVTL staff	na	CARE	DISASTER READY Project	Australian Humanitarian partnership			
SOCIAL	2022	Training on GBV and Safeguarding and Child Protection	UNTL students - Finalist of Community Development Dep	na	CARE	HATUTAN	USDA / LAFAEK- NZ Aid		pre-service	
SOCIAL	2022	ToT TRAINING OF ENTREPRENEURSHIP (ToE) using ILO's training package of Gender and Entrepreneurship Together (GET Ahead)	lead trainers were the graduates of the five-day Entrepreneurship Training of Trainers (ToT) - trainers from the Chamber of Commerce and Industry of Timor-Leste (CCI-TL) and	15	ILO	SPOTLIGHT INITIATIVE - ILO COMPONENT	EU-UN SPOTLIGHT	TRAINING - These lead trainers were the graduates of the five-day Entrepreneurship Training of Trainers (ToT). Conducted from 13-17	i-service	5 days

SECTOR SWW profile	YEAR	CBI / TRAINING ACTIVITY	SWs RECIPIENTS	Nº PARTICIPANTS	FACILITATED BY	INITIATIVE/PROGRAMME/PROJECT	DONOR FUNDED BY	MODALITY (Type of CBI)	In-service or Pre-service	LENGTH
			the Women Employers' Organization of Timor-Leste (AEMTL) and the Institute for Entrepreneurship Support and Development (IADE) conducted a Training of Entrepreneurship (ToE)					June, the ToT was participated by 15 participants from the three institutions and at the end of the ToT, four lead trainers were selected with the composition: 2 lead trainers from IADE, 1 from CCI-TL and 1 from AEMTL.		
SOCIAL	2022	New Case Management SOP training	Referral CPN social workers	92	MSSI TWG	GOVERNMENT MSSI Momentum SWW Capacity Development UNICEF	UNICEF AUSTRALIA GOVERNMENT MSSI FUNDS	Training	In service	5 days
SOCIAL	2022	PSEA child safeguarding	CFS volunteers - After April Floods. When CFS closed	89	UNICEF and 10 partner NGOs	Child Safeguarding and prevention of sexual abuse and exploitation	UNICEF	Training	In service	1 day
SOCIAL	2022	PSEA child safeguarding	Newly Recruited Secretary of States and Youth's staff	94	UNICEF-SSYS	Child Safeguarding and prevention of sexual abuse and exploitation	UNICEF	Training	In service	1 day
SOCIAL	2022	PSEA child safeguarding	5 NGOs and Social enterprise (Alola, Ba Futuro, ALFeLA, JU's, JSMP, PRADET, EDTL)	13	UNICEF East Asia and Pacific Regional Office	Child Safeguarding and prevention of sexual abuse and exploitation	UNICEF	Training and investigation manual and network	In service	5 days

Country-Led Evaluation of Social Welfare Workforce Capacity Building Initiatives in Timor-Leste from 2016 to 2022.
 Final Report

SECTOR SWW profile	YEAR	CBI / TRAINING ACTIVITY	SWs RECIPIENTS	Nº PARTICIPANTS	FACILITATED BY	INITIATIVE/PROGRAMME/PROJECT	DONOR FUNDED BY	MODALITY (Type of CBI)	In-service or Pre-service	LENGTH
SOCIAL	2022	Training in CPIE and CPMS	MSSI and NGO partner staff	46 (23 fem.; 23 male)	UNICEF	GOVERNMENT MSSI Momentum and Opportunity: strengthening child and family welfare system in TL	UNICEF AUSTRALIA/DFAT GOVERNMENT MSSI FUNDS	Training	In service	3 days
SOCIAL	2022	Case Management	MSSI and NGO partner staff	92 (52 fem; 40 male)	UNICEF	GOVERNMENT MSSI Momentum and Opportunity: strengthening child and family welfare system in TL	UNICEF AUSTRALIA/DFAT GOVERNMENT MSSI FUNDS	Training	In service	5 days
SOCIAL	2022	Training for all MSSI National and Municipality Directors.	MSSI directors and managers	na	by the first Cohort of MSSI SWW trainers using the Social Welfare Workforce Manager training module	GOVERNMENT MSSI Momentum and Opportunity: strengthening child and family welfare system in TL	MSSI Office of Research, Planning, and Institutional Development			
SOCIAL	2021	Parenting education training to the parents of children attending CFS MHPSS activities during emergency period	CFS volunteers - After April Floods. When CFS closed	82	BA FUTURO	MHPSS THROUGH CHILD FRIENDLY SPACES (CFS)	EU-UN SPOTLIGHT INITIATIVE	ToT Training and parenting session	In-service	5 Days
SOCIAL	2021	TRAINNING - Psychosocial support for officials	MSSI STAFF (GBV, CPOs)	33 (21w)	Timor-Leste Professio	SPOTLIGHT INITIATIVE - ILO COMPONENT	EU-UN SPOTLIGHT INITIATIVE	TRAINING		

SECTOR SWW profile	YEAR	CBI / TRAINING ACTIVITY	SWs RECIPIENTS	Nº PARTICIPANTS	FACILITATED BY	INITIATIVE/PROGRAMME/PROJECT	DONOR FUNDED BY	MODALITY (Type of CBI)	In-service or Pre-service	LENGTH
		dealing with survivors of GBV to enhance knowledge and develop skills in providing effective psychological support services towards the victims of gender-based violence and domestic violence in Timor-Leste.		12m)	nal Psychology Association (APPSTIL)					
SOCIAL	2021	Child Protection in Emergencies (CPiE) session on ending violence against women and children (services to victims)	SWW and caregivers of Institutional care	56	MSSI TWG + other partners (Nabilan staff 1 session)	CPiE and Covid-19	na			
SOCIAL	2020	ToT Module Curriculum training package (8 Modules training)	MSSI SWW Technical Working Group and SWW Trainer	7	MSSI	MSSI SWW Development Strategy	MSSI/UNICEF/AUSTRALIAN GOV	TRAINING	In service	129 hours
SOCIAL	2018	Exposure visit to Cambodia during the PreProgram phase (July 2018-June2019) + Validation Workshop t present reflections on visit and ACTION PLAN with stakeholders	MSSI TWG	na	UNICEF	GOVERNMENT MSSI Momentum and Opportunity: strengthening child and family welfare system in TL	UNICEF AUSTRALIA/DFAT GOVERNMENT MSSI FUNDS			

SECTOR SWW profile	YEAR	CBI / TRAINING ACTIVITY	SWs RECIPIENTS	Nº PARTICIPANTS	FACILITATED BY	INITIATIVE/PROGRAMME/PROJECT	DONOR FUNDED BY	MODALITY (Type of CBI)	In-service or Pre-service	LENGTH
SOCIAL	2017	Workshop on Transformative Leadership for gender equality and human rights	Gov and NGO staff	na	UNWOMEN REDE FETO	UNWOMEN				
SOCIAL		TRAINING healthy behaviors, targeted to conflict resolution, gender-based violence, and substance abuse prevention	SUCO LEADERS	na	BA FUTURO	REINFORCE	USAID			
SOCIAL		Human Trafficking	MSSI staff	na	IOM	SPOTLIGHT INITIATIVE - IOM COMPONENT	EU-UN SPOTLIGHT			
SOCIAL		Trainings provided to Organizations staff to improve staff readiness to deliver high quality prevention activities	NGO and CSO staff (service providers to community) PRADET, MHVF, FMDC, CODIVA	na		NABILAN PROGRAM	Australian Gov (DAFT)		in-service	TRAININGs
SOCIAL		BIN _ ALIN_hakbik alun		na			TAF		in-service	
SOCIAL		NENAMU		na			TAF		in-service	
SECURITY	2021 - 2022	Technical assistance to PNTL in developing the institutional capacity in the GBV case management and protocols	technical asistance	na		TOGETHER FOR EQUALITY	KOICA	technical asistance	in-service	

Country-Led Evaluation of Social Welfare Workforce Capacity Building Initiatives in Timor-Leste from 2016 to 2022.
Final Report

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SECURITY	2018	Three one-day community engagement workshops GBV	Bauccau, Baguia, Quelicai community	na	UNDP and PNTL	PNTL Strengthening Governance and Service Delivery	USAID	workshop		1 day
SECURITY JUSTICE	2022	"Do No Harm" workshop ethical and safe approach to GBV	VPU, Legal officers, CSO, Suco Chiefs	128	UNDP, PRADET, PDHJ, SEEI	EU-UN funded "Spotlight Initiative"	EU-UN SPOTLIGHT INITIATIVE	2 days	in-service	Workshop
SECURITY	October 2019	Visit to New Zealand sponsored two-week Northern Territory Police (NTP) Observation trip	PNTL - PVU investigators	na		TLPDP - Timor Leste Police Development Programme	DFAT		in-service	2 weeks
SECURITY	2022 Feb	two-week course to all VPU Investigators in May 2020 (training in sexual assault, child abuse and first response to domestic violence incidents)	Police - VPU unit investigators	na	Canberra Sexual Health Centre and Canberra Child at Risk Health Unit	TLPDP - Timor Leste Police Development Programme	DFAT		in-service	2 weeks
SECURITY	2020 phase 1 2022 phase 2	Training on criminal investigation	PNTL investigation police officers	20 in 2020 20 in 2022	5 Korean Central Police Academi a instructors + 1 interpreter	CIAT Program - Capacity Improvement and Advancement for Tomorrow	KOICA			

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SECURITY	2020 1/6/2022	Sexual Assault and Child Abuse investigation Program	Police - VPU unit	na	TLPDP	co-funded by DFAT - TLPDP EU-UN funded "Spotlight Initiative" - UNDP/UNICEF The delivery of the specialised Sexual Assault and Child Abuse investigation course is a key deliverable under the PNTL Gender Strategy.	EU + DFAT + GOV. PNTL	5 days	in-service	5 days
SECURITY	oct-22	Interviewing vulnerable Witness Program	Police - VPU unit	na	TLPDP Gender advisor	co-funded by DFAT - TLPDP EU-UN funded "Spotlight Initiative" - UNDP/UNICEF The delivery of the specialised Sexual Assault and Child Abuse investigation course is a key deliverable under the PNTL Gender Strategy.	EU + DFAT + GOV. PNTL	5 days	in-service	5 days
SECURITY	2022	GBV Training Toolkit on Disability	VPU and UNDP staff	26	CBRNLT and 11 Facilitators co by UNW and UN Human Rigts.	EMPOWER FOR CHANGE phase 1 (2018 - 2021)	UNWOMEN	TRAINING	in-service	1 day
SECURITY	2022	Pocketcards for Vulnerable Persons Unit of PNTL on GBV Crimes	VPU.	na	JUS	TOGETHER FOR EQUALITY	KOICA			
SECURITY	2022	BUILDING POLICE OFFICE VIQUEQUE		na		SPOTLIGHT INITIATIVE - UNDP	EU-UN SPOTLIGHT			

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SECURITY	2021	VAWG Case management: investigation cases of sexual assault&child abuse	Police - VPU unit and Community Police	36 VPU (24 females, 12 males) 116 Community Police (103 males+13 females)		EU-UN funded "Spotlight Initiative" TLPDP	EU-UN SPOTLIGHT DFAT		in-service	
SECURITY	2021	VAWG Mental Health sensitive approach	Police - VPU unit	26 VPUs		EU-UN funded "Spotlight Initiative"		3 days	in-service	3 days
SECURITY	2021	GBV - Sexual assault and case management	Police - VPU unit	na		TOGETHER FOR EQUALITY	KOICA		in-service	
SECURITY	2020	Foundational investigative skills and knowledge to effectively investigate criminal offences against minors two-week course to all VPU Investigators in	Police - VPU unit	100	conducted jointly with UNDP and the Australian Federal Police (AFP), a long-term partner of	EU-UN funded "Spotlight Initiative"- UNDP component DFAT-TLPDP Support by Gender Advisor	collaboration with TLPDP and PNTL Training Centre Training & EU-UN Funded Spotlight Initiative	2 weeks	in-service	2 weeks

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		May 2020 (training in sexual assault, child abuse and first response to domestic violence incidents)			the PNTL through its Timor-Leste Police Development Programme (TLPDP).					
SECURITY	2019	Gender sensitive mediation	Ministry of interior and MAE staff	na	UNWOMEN Department for Community Conflict Prevention (DNPCC)					
SECURITY		Human Rights Training MANUAL AND Booklet	Community police officers will be trained by using the Human Rights Manual and human rights booklet for PNTL produced by the Project	440	PDHJ's Proveduri a de DDHH and Justice Project	UNDP, New Zealand Police and PDHJ	NZ JUSTICE projects ??? Before 2016??		in-service	
SECURITY		First Responders to Gender and family-based violence module is being developed and added to PNTL's current First		na					in-service	

Country-Led Evaluation of Social Welfare Workforce Capacity Building Initiatives in Timor-Leste from 2016 to 2022.
Final Report

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		Responders training program.								
SECURITY		Cert IV in training and assesment	Police Academy Management staff	na						
MULTISECTORIAL	2016 - 2022	Certificate III in social services 20 students per year	NGO social service providers: heath&social sectors mainly	95	TAF - Nabilan Programme	NABILAN PROGRAM	Australian Gov (DAFT)	TAINING COURSE	in-service	100 hs.
MULTISECTORIAL	2016 - 2022	SWW Training (8 Modules training)	MSSI Municipality staff and SOCIAL WELFARE NETWORK (health,legal, security, ngos, cso, community leaders, youth)	278	MSSI	MSSI SWW Development Strategy	MSSI/UNICEF/AUSTRALIAN GOV	Training	In-service and pre service	129h; 8 modules; 21 days
MULTISECTORIAL	2016 2023	HAMETIN FAMILIA	MSSI staff, relevant ministries (Education, State Administration, Health, Police)	15K parents; 30K children	ba Futuro - MSSI	HAMETIN FAMILIA	H&M Foundation and Spotlight initiative trough UNICEF	Traning, Parenting Session and (2015-2016 invlude also Home visits and youth theater)	In service	13 months if one topic per month for 2 hours/ 6 - 8 months if two topics per month
MULTISECTORIAL	2021	Domestic Violence	Nurses and health service providers(mental area). Legal NGO staff (ALFELA)	na	TAF	NABILAN PROGRAM	DFAT Australian Gov.			
MULTISECTORIAL	2020 - 2022	Training and refresher on Social Analysis and Action integration into	Refferral Members: MSSI - GBV deparment, VPU, Representative from MoE, MSSI-OPL,	na	CARE	WATER FOR WOMEN	DFAT Australian Gov.	training	in-service	

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		WASH and Gender Based Violence	ALFELA, MoH, SEII-Focal Point, RHTO and Representative of Chief of Suco, PDHJ WASH Actors:BE TL, ANAS, SMASA and Local partners, AGMF							
MULTISECTORIAL	2022	2 days workshop on (hybrid-virtual) on strengthening the integrated survivor-centered response to gender-based violence (GBV)		na	UNFPA in collaboration with MoH	TOGETHER FOR EQUALITY	KOICA			
MULTISECTORIAL	2020	GBV Training Toolkit on Disability	ADTL MEMBERS from AILEU (NGOs and CSOs staff)	20	CBRNTL and 11 Facilitators co by UNW and UN Human Rigts.	EMPOWER FOR CHANGE phase 1 (2018 - 2021)	UNWOMEN	TRAINING		1 day

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MULTISECTORIAL	2020	GBV Training Toolkit on Disability	Service Provider (Luta Hamutuk na'in 3, Edukasaun M. Dili Na'in 2, Crus Vermelha na'in 1, UN women na'in 2, KDTL na'in 1, Ba Futuru na'in 1, TLCE na'in 1, AHDMTL na'in 2, Acbi'it na'in 2, ADTL na'in 6, FFTJ Comoro na'in 1, AlfeLa na'in 3, TLMTL na'in 1, JSMP na'in 2, FKSH na'in 2, ANBF na'in 1. Total hamutuk 31; Feto 18 mane 13. Tarjeitu partisipantes lolos minimu 15 masimu 25 maibe partisipantes mai liu tiha tarjeitu ne'ebe iha.	40	CBRNTL and 11 Facilitators co by UNW and UN Human Rigts.	EMPOWER FOR CHANGE phase 1 (2018 - 2021)	UNWOMEN	TRAINING		1 day
MULTISECTORIAL		training on the Law Against Domestic Violence and women's access to justice how to respond to cases of domestic violence	health providers police community leaders	na	legal NGOs: JSMP (with Fokupers) and ALFeLa	NABILAN PROGRAM			in-service	TRAINING
JUSTICE	2021 - 2022	Technical assistance to the Office of Prosecutor General in developing the	technical asistance	na		TOGETHER FOR EQUALITY	KOICA	technical asistance	in-service	

SECTOR SWW profile	YEAR	CBI / TRAINING ACTIVITY	SWs RECIPIENTS	Nº PARTICIPANTS	FACILITATED BY	INITIATIVE/PROGRAMME/PROJECT	DONOR FUNDED BY	MODALITY (Type of CBI)	In-service or Pre-service	LENGTH
		institutional capacity in the GBV case management and protocols								
JUSTICE	2021 - 2022	Child Protection Policy ; GBV	legal NGO staff (ALFELA)	na	ALFELATAF NABILAN	NABILAN PROGRAM	DFAT Australian Gov.			
JUSTICE	2022	Specific course on Gender Equality and Gender-Based Violence 7th Initial Training Course for Judicial Magistrates, Public Prosecutors and Public Defenders	Judicial Magistrates, Public Prosecutors and Public Defenders	na	JUS	UNDP Programme under "Spotlight Initiative"	EU-UN funded "Spotlight Initiative"	24hs in 3 months	in-service	24H training course Complementary education programme
JUSTICE	2022	GBV Training Toolkit on Disability	STAFF OF MINISTRY OF JUSTICE	20	CBRNTL and 11 Facilitators co by UNW and UN Human Rigts.	EMPOWER FOR CHANGE phase 1 (2018 - 2021)	UNWOMEN	TRAINING		1 day
JUSTICE	2022	BUILDING Ermera justice clinic ERMERA		na		SPOTLIGHT INITIATIVE - UNDP	EU-UN SPOTLIGHT			
JUSTICE	2019	Children Right ,UNICEF,	public justice (official civil registration)	na	UNICEF					
JUSTICE		https://gchumanrights.org/education/capacity-building-training-programm/development-of-human-	UNTL HR STUDENTS	na					pre-service	

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		rights-education-and-research-at-untl/training.html								
JUSTICE		Training on the use of a secure digital case management system for consistent client support and improved legal record keeping. series of human-centred design workshops and co-design activities allowed our team to develop a deep empathy and understanding of the challenges faced by legal teams in serving their clients. Working collaboratively with end-users, the technology was focused on improving case management practices in practical and sustainable ways	Alfela NGO staff - lawyers and legal officers in each municipality to input data directly themselves	na	Catalpa www.catalpa.io	NABILAN PROGRAM			in-service	
JUSTICE		Joint training on child rights FOR LJTC AND PHDJ		na	PDHJ AND LJTC					

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JUSTICE		TRAINING ON HUMAN RIGHTS		na	JUS	EU-UN funded "Spotlight Initiative"	EU-UN SPOTLIGHT			
JUSTICE		Provide technical assistance to PDO and CSOs in-house lawyers to enhance their knowledge, skills, and systems to handle GBV cases	technical assistance	na		TOGETHER FOR EQUALITY	KOICA			
JUSTICE		Justice clinics		na		TOGETHER FOR EQUALITY	KOICA			
HEALTH	2020 - 2022	knowledge, skills and resources to provide quality GBV case management target: health practitioners demonstrate an 80% increase in knowledge on survivor-centered principles for GBV response.	Health relevant government authorities and service providers	na	UNFPA Zonta International	HER HEALTH AND DIGNITY, OUR PRIORITY	Zonta International			
HEALTH	from 2004 to date	Medical Forensic Examiners training (medical forensic protocol)	Health service providers	50	PRADET, UNTL and additional University in Timor-Leste, Instituto Superior Cristal, a	NABILAN PROGRAM	Australian Gov (DAFT)	10 days	in-service	10 days (five days of theory and five days of practicum)

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					trauma response NGO,					
HEALTH	Annual	Health Training Curricula (Ministry of Health's (2017) Draft Guidelines on Health Sector Response to Gender-based Violence)		na		MoH/INS				
HEALTH	Annual	Pre-service training course for health providers responding to violence against women and children in Timor-Leste	Midwives	na	PRADET /materials developed LaTrobe Univ	This training course was adapted from the World Health Organisation's (WHO) draft pre- and in-service Violence against women training curricula(January 2018). The development of this training course and associated learning materials was generously funded by the WHO and a Rotary Global Grant (in collaboration with Rotary Manningham and Rotary Dili Lafaek). We are grateful for the input on content provided by Margaret Gibbons and Susan Kendall, from PRADET. Thank you to language specialist, Katrina Langford, for translation and help adapting LIVES in Tetum, and Michael Andersen for translation work. Doliili House Productions developed the role play video that	WHO; UNTL; La Trobe UNIV; PRADET, Fundasaun Cristal; Rotary	UNIVERSITY	pre-service	18h

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						accompanies the learning materials. Permission to use the artwork on the cover was kindly granted by artist Jacinto Batista, and graphic design was done by Jose Sarmento. Thank you to Nabilan Program staff from the Asia Foundation, who peer reviewed the draft training material.				
HEALTH	2020 - 2021	Training to the caregivers of Residential Care Facilities	Caregivers of residential care facility	40	MSSI-UNICEF	Child Protection in Infectious disease outbreak	UNICEF Global Thematic Fund	Training course	In service	2 days
HEALTH	2022	National workshop "Strengthening capacity of health sector in Gender-based Violence (GBV) response in Timor-Leste: Integrating GBV services in institutional health system".	healthcare providers	na		TOGETHER FOR EQUALITY	KOICA	WORKSHOP	IN-SERVICE	1 DAY
HEALTH	2021	TOT use of the Mental Health Psychosocial toolbox in emergencies MHPSS (Psychological First Aid) - Child Friendly Spaces (CFS)	elected volunteers and staff from MSSI, Pradet, Alola, Plan International, Scouts, Dominican Sisters, Casa Vida, Fokupers, FFCJ, Anur Orphanage, Centru Quesadhip Ruak, Rotaract, Youth off the	80	BA FUTURO	MHPSS TROUGH CHILD FRIENDLY SPACES (CFS)	EU-UN SPOTLIGHT INITIATIVE	ToTraining	In-service	5 days and CFS activity

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			Streets, Girls Alliance, and Environmental Education Heroes as well as preschool teachers.							
HEALTH		"4R" on-accidental injuries: Recognise, Respect, Respond and Refer victims of domestic violence and sexual assault	primary health care (PHC) workers to recognize, respond to and refer domestic violence cases to the hospital's Fatin Hakmatek.	162	PRADET	REINFORCE	USAID	2 days	in-service	2 days
HEALTH		Training on the management of the Fatin Hakmetek (Appropriate, private and secure space for victims in the national hospital has been an ongoing challenge because of high demands on hospital space.)	Health service providers	na	PRADET	Spotlight Initiative (Viqueque?) NABILAN - PRADET	EU-UN SPOTLIGHT INITIATIVE	training, coaching and socialization to the community	in-service hospital facilities	includes a study tour to observe systems in Sri Lanka, advocacy workshops, the development of national guidelines and a plan to train doctor within referral hospitals.

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HEALTH		Community microplanning and 'Responding to GBV' training	Government health service providers	na	HAMNAS A Hapara violensia baseia Jeneru	HARMONIA activity Her Health Her Dignity Our Priority"	USAID / People to people recontiliation Fund		in-service	
HEALTH		USAID's Reinforce trained a core team of advanced trainers from the national level, who in turn trained health providers (doctors and midwives)	(ToT) Health service providers	na		REINFORCE	USAID			
HEALTH		"4R" on-accidental injuries: Recognise, Respect, Respond and Refer victims of domestic violence and sexual assault	primary health care (PHC) workers to recognize, respond to and refer domestic violence cases to the hospital's Fatin Hakmatek.	na	PRADET	NABILAN PROGRAM	DFAT			
HEALTH		Integration of domestic violence module into all maternal and newborn health trainings - clinical skills-building portfolio	health workers		HAMNAS A	Harmonia Activity	DFAT/PHD			
EDUCATION			Schools students, teachers, school coordinators and parents and caregivers		UNWOMEN Mane ho Vizaun Foun Alola	Connect with respect / Together for Equality	KOICA			

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					Foundation					

6. Templates - Tools for gathering data: Survey, Interviews scripts and Focus group discussions (FGDs) scripts

6.1. SURVEY

SURVEY 1 to CDI recipients
TARGET PROFILE: Municipality welfare team: MSSSI staff (CPOs, Gender focal points and Social Animators) + multidisciplinary social welfare workers including teachers, police officers, health workers, legal staff of shelters for child survivors of violence, local authorities, community leaders, media and NGOs representatives in four municipalities. SWW profile Identification:
Age____/Gender ____; Position-title _____ ;
Organization: _____
Location (Municipality/Admin post): _____

- A. CB Initiative/training activities of reference (please indicate the CB initiatives – trainings, workshops, visits, other – that you have attended since 2016):

Name CB activity/Training Topic	Organization who Facilitated / Program related	Year / Location
1		
2		
3		

B. Profile

1. Please indicate the type of organization you work for:
 - Government
 - NGO
 - International organization
 - Academia
 - Civil Society
 - Other (please specify)
 1. Please indicate the geographical/administrative area your position is covering
 - Gender
 - Justice
 - Security
 - Education
 - Health
 - Humanitarian
 - Other (please specify)
 5. Please indicate the time you are developing your current position
 - Less than 1 year
 - 1 -3 years
 - 3 – 5 years
 - 5 – 10
 - More than 10
- Child safe guarding
 - Municipality
 - SubMunicipality /Sub District
 - Suco
 - Aldeia
2. Please indicate if you are original from the location your position in based: Yes/No
 3. Please indicate if your position implies supervision role: Yes / No
 4. Please specify what is your area of work

D. Questions	Answers (adjusted Likert scale) <i>*(Please circle the score number that you feel most closely represents your views)</i>	
1. Have you found the CBI relevant to your position/role/functions?	Definitely Yes 5 4 3 2 1 Not at all	
2. Was it theoretical-oriented or practical-oriented training?	Practical-oriented 5 4 3 2 1 Theoretical-oriented	
3. Was the length of the training appropriate enough?	Very appropriate 5 4 3 2 1 Not very appropriate	
4. Was the content of the training appropriate enough based on your needs, position role and functions?	Very appropriate 5 4 3 2 1 Not very appropriate	
5. How useful was the training for your day-to-day work?	Very useful 5 4 3 2 1 Useless	
6. Was the time spent in work centres (health, schools, Police centre, etc.) enough and useful?	Very useful 5 4 3 2 1 Useless	
7. Were tutors/facilitators of training helpful?	Very helpful 5 4 3 2 1 Not helpful	
8. To what extent do you feel you have learned something useful from the CB initiatives/training attended/received?	Learned a lot 5 4 3 2 1 Learned nothing	
9. Have training skills and knowledge objectives been defined during training? It was clear for the participants what was the training content and objectives?	Well defined 5 4 3 2 1 Poorly defined	
10. Do you consider you are using in your daily work what you have learned at the trainings attended?	Definitely YES 5 4 3 2 1 Not at all	
11. For each of the following areas please add a value: How do you consider training content have been useful to improve/integrate following skills/knowledge in your daily work? (Well integrated 5 4 3 2 1 Poorly integrated)	a.Prevention activities	5 4 3 2 1
	b.Gender/child protection/family wellbeing approach	5 4 3 2 1
	c. Community approach into justice processes (dialogue with community leaders)	5 4 3 2 1
	d.Coordination among other colleagues	5 4 3 2 1
	e.Self-care, self-control and self-management (anger, stress, etc)	5 4 3 2 1
12. How did you applied into your daily work or related to your duties what learned during trainings?	Please describe fully any items:	
13. Do you consider you have changed the way you do your work after training? <input type="checkbox"/> YES <input type="checkbox"/> NO	In you answer YES - Please explain briefly what in particular you do different:	
14. What have you NOT learned that you consider you need for your daily work and/or it was expected to be learned during the training? Please describe fully any items:		
15. Was any evaluation/assessment done at the end of the training? Yes / No		
16. Have M&E activities conducted to by you/your organization after the training on how training content have been implemented? <input type="checkbox"/> Yes / <input type="checkbox"/> No In case YES, please briefly explain:		
17. Do you have a channel/structure of communication within you organizations/network to share learnings and suggestions related to you responsibilities among peers of with supervisors? YES / NO		
18. Do you consider training approach included appropriate content and materials according to the reality of your daily work to better attend/reach out vulnerable families and children in your community? YES or NO Explain your answer please:		

- | |
|---|
| <p>19. Please list the three main concepts or knowledge you've learned from the trainings:</p> <ol style="list-style-type: none"> 1. 2. 3. |
| <p>20. What subjects do you consider important to include in future trainings based on your daily work needs/opportunities identified? What are your further needs in terms of training and capacity building activities?</p> |

6.2. FOCUS GROUP DISCUSSIONS (FGDs)

FGD 1 Participants = welfare team at Municipality level recipients of the MSSSI Training Program at Municipality level (MSSSI staff - CPOs, Gender focal point and Social Animators + other profiles attended in case: police, health and legal service providers, CSO and NGO staff, etc)	
Tentative Plan: 4 FGDs (1 FGD/Municipality) - Participants = group of min 4 and max 8 people per group	
<p>Welcome and Introduction:</p>	<p>My name is and I am representing the Evaluation Team contracted by MSSSI and UNICEF to conduct an Evaluation on the CB initiatives implemented in Timor-Leste from 2016 to date targeting social workers.</p> <p>We are a team of several people located in Timor-Leste and abroad. My colleagues will be taking notes for us and recording in case. Some pictures will be done if you agree for report records.</p> <p>We invited you today to take part of this discussion because you are the welfare team at Municipality level who have attended MSSSI trainings during past years. The same groups discussion will happen in other 3 Municipalities with your colleagues. Once the results will be analysed we will share with you to let you know what are the final findings and recommendations based on Municipalities discussions.</p> <p>Since the approval of the 2014 Child and Family Welfare Policy there has been introduced a family and community approach to child protection system in Timor-Leste focusing on prevention and integration of traditional systems and coordination partners to ensure a quality and effective child protection services at community level. For that, MSSSI is implementing a SWW capacity development strategy to strengthen Social Workers capacities. It is not only MSSSI training programme that we will be analysing, but other organizations/programmes delivering CB activities targeting other colleagues (social workers) so we will be also interviewing health, education, justice and security colleagues including NGOs and CSOs. Also, community leaders and related CSOs representatives.</p> <p>The objective is to inform MSSSI and partner organizations if CB initiatives have been useful for your daily work to deliver quality services to children and their families at community level. For that, we would like to talk with you about what you have changed after attending these trainings and related capacity development activities (workshops, visits, peer, in service training, etc), what areas do you consider have been covered, and what needs have you also identified should be included in future training. The objective is to standardize/professionalized the Social Work professional from 2023 in Timor-Leste, and to implement these trainings and related activities in all Municipalities. So, your comments and analysis today will serve to improve and strengthen the MSSSI SWW capacity development programme</p>
<p>Ground Rules and FGD methodology</p> <p><i>Consent Form distributed and review</i> <i>So, if you're comfortable with the</i></p>	<ol style="list-style-type: none"> a) The FGD will last for 60-90 minutes. b) Your participation in this research is entirely voluntary. It is your choice whether to participate or not c) The choice that you make will have no negative consequences on you. d) Your names will not be asked and recoded. Names will not be associated with responses. Everything said and done is confidential and will not be used outside the room except for the purposes of this research.

<p><i>Rules as we've discussed, I'm going to ask you to sign this consent form, signifying you are a willing participant in this focus group discussion. Once you've signed you can give me the form</i></p> <p><i>Ensure all forms are signed and collected prior to beginning the focus group.</i></p>	<p>e) FGDs will be tape-recorded to allow us to have a complete note. Records will be transcribed later and together with records will be kept in a secure place with limited access to non-authorized individuals for another 12 months.</p> <p>f) You are also requested to keep the information you get from other participants during the discussion in confidence.</p> <p>g) You do not have to talk about anything you do not want to, and you may end your participation in discussion at any time</p> <p>h) Every statement is right;</p> <p>i) Feel free to treat this as a discussion and respond to what others are saying, whether you agree or disagree. but we ask that any disagreements be respectful and civil;</p> <p>j) We're interested in your opinions and experiences, and whatever you have to say is fine with us. There are no right or wrong answers. We are just asking for your opinions based on your own personal experience. We are here to learn from you.</p> <p>k) If there is a particular question you don't want to answer, you don't have to.</p> <p>Does anyone have any question before we start?</p>
<p>Introductions (5 – 10 minutes)</p>	<p>To get started I'd like to go around and have each person introduce him or herself. Please tell us your first name only and how long you've been working in the Social Welfare Workforce. Also, your position and where are you from (if original from this Municipality or another in Timor-Leste)</p>
<p>Focus group questions (60 minutes)</p> <p><i>*List of question proposed will be finally selected based on the development of the FGDs</i></p>	<ol style="list-style-type: none"> 1. Related to the type of services you deliver to community. What do you personally see as the most important aspect of your work based on your role and position? What do you feel proud of in your work? 2. Why do you consider child&family protection services are relevant and important services for vulnerable families in your community? 3. What are the biggest facilitators enabling the successful delivery of services? 4. How did you learn to do your job? What knowledge and skills do you consider needed for your role and functions? Do consider you have acquired them during your job development or you already had them? 5. To what extent have you been equipped with necessary knowledge and practical skills to do your job? What background training do you have? Did you receive formal training? Specify topic, duration, year, participants, facilitators. Probe for: <ul style="list-style-type: none"> o How effective were these trainings? Was the content of the training useful for your daily work? o Have you applied what you have learned in the trainings? o How was the facilitation of the training? o What do you feel you still need training in to discharge your role effectively? 6. After training. Please explain How do you or your supervisor know that you are doing a good job and providing services as expected? Where does this information go? What are the follow-up actions, if any? Please give concrete examples Who can you go to ask for help if you have a very challenging family? Probe for: <ul style="list-style-type: none"> o Which entities from which level o Frequency of supervision visits o Administrative or clinical supervision (paper work, caseload, etc. or difficult cases, case management, observation) o Average duration of supervision mission o Provision of feedback by supervisors o Supervision performed on an individual or group bases o Time for reflection and problem solving allowed by supervision

	<ul style="list-style-type: none"> ○ Usefulness of supervisory visits <p>7. To what extent you have all supplies required for the delivery of quality child&family protection services? Probe for: Transport or transportation costs, Admin forms for recording community visits results and case management, Cell-phone or tablet for communication and data entry, Phone and computer communication material and costs related (<i>pulsa</i> for internet), Information materials to share with community members and to conduct activities to raise awareness</p> <p>8. Who do you identify and see as the most vulnerable groups of children&families in your community? Are you able to reach out these groups? What are the barriers for this happening (or happening more)? What makes it more challenging to do your job well? Please give examples. <u>*Based on training attendance</u>, what changed? What strategies have you worked or been more successful to reach out marginalized and vulnerable groups?</p> <p>9. How are child&family protection services and teams coordinated at Municipality level? Have trainings improved coordination among social workers? Please explain. <u>*Coordination for prevention is also developed at Municipality level?</u> Do you have regular meetings?</p> <p>10. During Emergencies, vulnerable families and children are potentially more affected to suffer violence. How have you developed your functions while Covid-19 period and emergency situation – 2021 Floods? Do you consider your knowledge, skills were enough to accompanied? <ul style="list-style-type: none"> ○ Were available resources adapted to these emergency situations? ○ Learning from those periods? recommendations for future training plans ○ Have you attended particular trainings on emergency situations or as topic? </p> <p>11. CFW Policy include culture and traditional processes consideration and integration. Is it a topic included in the training you attended? Was it useful? Please Explain. IF YES: how do you manage coordination with community leaders and traditional justice process integration?</p> <p>12. And what about Family approach for prevention and for case management (not focus only on child)? Are key elements at the CFW Policy. Have you changed you approach on services delivery and response after training? including Gender related approach. Please share a particular story that show how have you effectively use knowledge and skills learned on training on your daily work.</p> <p>13. Do you see your work as stressful? Have you felt anger, stress or related mental/psychological feelings affecting you personally as a result of a work-related case? IF YES: what makes is stressful? And How do you cope with the stress? Do trainings included this as a topic? IF YES: which training.</p> <p>14. Is there a lot of turn-over in your positions? IF YES: What makes people leave? IF NO: What keeps people working in this role? How new recruiters are trained?</p> <p>15. Do you agree with this statement? If yes, why? If not, why not? "In Timor-Leste there is a well-planned, developed, and supported social service workforce in place. Licencing and accreditation systems as well as supportive supervision systems are fully functional. Information of human resources is regularly gathered, analysed and used to refine/revise social service workforce strategies."</p> <p>16. What are your further needs in terms of training and capacity building activities?</p>
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	Bring the discussion to the closure
Final Thoughts (5 minutes)	Is there anything I haven't asked about that you would like to tell me related to the topics we have discussed?
Review and Wrap Up (5 minutes)	Thank you for coming today and sharing your reflections with us. They've been very useful and we're grateful for your willingness to participate.

FGD 2	
MSSI Technical Working Group (aprox. 6 members) Objective: capacity changes of the MSSI team in charge of design and implement SWW CB development strategy	
Welcome and Introduction:	See IC information for FGD
Ground Rules and FGD methodology	1. Role of TWG and TWG members
Introductions (5 – 10 minutes)	
Focus group questions (60 minutes)	2. Role of TWG and TWG members. It has been the same since 2016? 3. What criteria has been followed to conformed the TWG? Do you consider TWG structure and capacity today is sufficient based on planed role and functions – based on SWW capacity development strategy? 4. What do you think of the usefulness of the capacity building interventions that you have attended? Do you consider the training received by Child Frontiers/UNICEF was effective and sufficient to deliver ToT program to Municipality welfare teams? Did you have any further activities/discussions/monitoring related to this training received? To Reinforce the TWG capacity? 5. ToT modality was implemented as planned? Do you consider it was the correct modality? Effective and based on objectives? What would you have done differently and what would you maintain as it was done? 6. How changes in the structure of the MSSI has impacted the TWG? 7. Based on 2017 learning assessment on pilot programme: <i>Many of the social welfare teams that underwent training lack confidence to apply knowledge and skills from what they previously learned. Therefore, besides the refresher module developed, additional refresher material will be developed and delivered; moreover, on-the-job training support will be delivered/mentoring.</i> Have this plan been finally implemented? 8. How the information flows from Municipality staff to Management? Supervision –How do the MSSI staff evaluate they are delivering quality services? Lesson learned shared? Reflection activities with other staff? This type of information gathered from the Municipality staff is useful? 9. To what extent does UNICEF contribute to MSSI's effective programme delivery/mandate and achievement of results? And other partner organizations? What aspects would you like to highlight about the partnership with UNICEF Country Office? Both positive and those which need to be improved. 10. Do you consider the resources available for the implementation of Stage 1 and stage 2 of the training modules were enough (time, budget, human resources capacities) Main enablers and main limitations?

	<p>11. Have trainers been expanded at Municipality level? TWG trainers could be redeployed or, for some other reason, be unable to continue as the primary cadre of trainers of the social welfare</p> <p>12. Based on 2023 SWW professionalization plans and MSSSI resources currently (human and financial) What are the key elements to ensure a sustainable programme is implemented? opportunities and challenges today</p> <p>13. Do you consider there is today a group of MSSSI staff trained, stable and capable to conduct a SWW capacity development program at national level? Please explain.</p>
Final Thoughts (5 minutes)	Is there anything I haven't asked about that you would like to tell me related to the topics we have discussed?
Review and Wrap Up (5 minutes)	Thank you for coming today and sharing your reflections with us. They've been very useful and we're grateful for your willingness to participate.

FGD 3 Family members/Parents at community level recipients of positive parenting/awareness raising activities including VAC and GBV topics <i>* To discuss with UNICEF team and MSSSI the relevance and appropriateness</i>	
Welcome and Introduction:	<p>We are here today because the MSSSI and other organizations are planning to reinforce the social workers role and services at community level aiming at helping appropriately to cases of violence against children in the community. For that reason, we are meeting with different people in several municipalities in Timor-Leste to listen your stories, learn the processes and compile your recommendations to better develop and implement social worker's services to families and children at community level.</p> <p>Positive parenting session are part of the prevention activities run.</p>
Introductions (5 – 10 minutes)	<p>Ground Rules and FGD methodology</p> <ul style="list-style-type: none"> - The interview will last for 45 minutes aprox. - Your participation is entirely voluntary. It is your choice whether to participate or not. - The choice that you make will have no negative consequences on you. - The information you will be sharing with us won't be shared with anyone - You do not have to talk about anything you do not want to, and you may end your participation in discussion at any time. - If there is a particular question you don't want to answer, you don't have to. Just tell me you don't want to answer. <p>This document summarize this information and it is for you/family member to sign – <i>Informed consent</i></p>
Focus group questions (60 minutes)	<ol style="list-style-type: none"> 1. Did you participated in positive parenting activities related to children's development in your community? when it happened? 2. Why you decided to attend it? 3. It was easy to attend? Length, location, duration, facilitation? ¿Do you consider the length of the training was enough? ¿And the content was clear? Do you consider the facilitators explained well and involved participants? 4. Explore gender differences in terms of participation 5. Some of the topics discussed were related to child protection, nutrition and positive discipline among others. What have you learned and consider important? 6. Do you think it was useful for your family and community? why? Have you share this information with other community, family members after attending training? <ol style="list-style-type: none"> 1. Have you changed something after attending these sessions with family, children, community, partner? 2. If there is a case of VAC or GBV or related in your community, where do you attend to seek for help/support? 3. Do you consider there are some violence/abuse problems could be prevented through this type of sessions with community?

	<p>4. Covid-19 and emergency floods period. Comments on family situations with children. Any community activities attended by children or parents? (Child friendly spaces for example?)</p> <p>5. What about most vulnerable community members in your community? Do you think they are involved and reach out properly by social workers and community in general?</p>
Final Thoughts (5 minutes)	Is there anything I haven't asked about that you would like to tell me related to the topics we have discussed?
Review and Wrap Up (5 minutes)	Thank you for coming today and sharing your reflections with us. They've been very useful and we're grateful for your willingness to participate.

6.3. INTERVIEWS⁶

Interview 1
CB initiatives recipient's Municipality welfare group : Gov. Social workers, VPU's, Healthcare service providers, teachers, legal officers, NGO and CSOs staff, faith based organizations, etc

<p>Name of Organization:</p> <p>Date/Time:</p> <p>Name and position/Contact Information of Interviewee:</p> <p>See IC for Interviews</p> <p>Questions</p> <p>** Similar information request included at the FGD 1 and Survey</p> <ol style="list-style-type: none"> Please indicate the geographical/administrative area your position is covering <ul style="list-style-type: none"> Municipality SubMunicipality /Sub District Suco Aldeia Please indicate if you are original from the location your position is based: <ul style="list-style-type: none"> Yes No If you participated in a capacity development activity, what was that: <ul style="list-style-type: none"> study tour / exchange visit 1 day training/ workshop 2 and more days training/workshop mentoring/coaching knowledge exchange/ networking other Specify your work position at your organization and main role⁷: <ul style="list-style-type: none"> Policy formulation Logistics / operations / management Service delivery (teachers, doctors, etc) Imposition of obligations (policemen, judges, etc) Have you attended to a particular CB initiative / training in the past 5 years? If yes, please describe: Topic, who facilitated, duration, implementation modality What did you like? / Did not like? Why was it interesting / not interesting / useful / not useful for your daily work?
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⁶ Interviews with teams from MSSSI, UNICEF, UN Agencies and Partner Organizations (TAF and other INGO) won't be described at this part of the report. These interviews will include and follow Evaluation criteria as areas of analysis and are not included in this structured interview list.

⁷ in accordance with the theoretical framework described above

9. Did you have any further activities/discussions/monitoring related to this training?
10. Indicate the localities / districts where the trainings / workshops / capacity development activities were conducted?
11. Based on CFW Policy prevention and family approach are included in the SWW service delivery approach
12. Was coordination a topic included in the CV interventions/trainings?
13. Are you coordinating with community leaders when delivering SW services? And with other relevant actors?
14. When working in cases that involve VAC - children⁸. Do you consider your capacity - knowledge and skills - to accompany and deliver quality and effective support are in place? Are there particular areas you have analysed are needed for more training to support these cases? Please explain.
15. What has changed after attending CB interventions / trainings in the way you work?
16. Do you perceive that the coordination between partner organizations has contributed to achieving sustainable results? Yes or No. Please Explain.
17. In terms of training/capacity, what do you consider you need to develop to better deliver services to prevent/response to VAC and related cases? Recommendations
18. Do you have any relevant story on how do you approach differently to support children and family from your community after receiving training? What did you change?

**Interview 2 –
Implementing partners – National implementing partner organizations Managers
Specific questions will be developed based on the Organization profile and Programmes implemented

Name of Organization:

Date/Time:

Name and position/Contact Information of Interviewee:

Your organization is responsible for the direct facilitation/implementation of services to community and or survivors of VAC or VAWG.

1. What programmes are your Organization implementing related to VAC and GBV? What are your key partners (Government, national and international Org. CSOs)? How are these programmes financed?
2. Kindly specify In what projects do you have collaboration with UNICEF? and with MSSSI? How important is the partnership with MSSSI/UNICEF for your organization?
3. How is the structure of you organization?
4. How is the staff/group Is there staff in direct contact with “victims”? how are they recruited and trained? Is there a competency framework/ skills requirement at organizational level?
5. Is there a CB development strategy for your organization staff (social workers)? Please explain? Is there a high rotation rate of staff? How is the process to new recruiters?
6. Are the CB initiatives included at the Organization Annual work plans? And Organization Strategic Plans?
7. Is there a capacity assessment / needs assessment done? What was the gap in the capacity wanted to overcome with the interventions?

⁸ UNICEF *Survivors of violence. Modules hangouts.*(Page 17) Service providers caring for child survivors should adhere to a common set of principles to guide decision-making and the overall quality of care: 1. Promote the child’s best interest; 2. Ensure the safety of the child; 3. Comfort the child; 4. Ensure appropriate confidentiality; 5. Involve the child in decision-making; 6. Treat every child fairly and equally (the principle of non-discrimination and inclusiveness); 7. Strengthen children’s resilience.
<https://www.unicef.org/eca/media/15816/file/Handouts.pdf>

8. How do you supervise the quality of their delivery services? How is it monitor/evaluated staff (social workers) performance? information/knowledge/lessons learned from implementation in daily work flows internally? Are there reflection activities?
9. Coordination with other Organizations/Government related to welfare system / organizations at Municipality level. Please Explain
10. Have you organization been responsible to conducting particular training to Social Workers?
11. Are your organization focused on a particular geographical area?
12. Situation during Covid-19 and emergency Floods
13. Does the organization counts with the sufficient resources to sustain the work and programmes currently implemented?
14. Does your Organization participate in the consultations for the development of the 2014 CFW Policy?
15. Since the CFW Policy there has been an approach shift on SWW services, focusing more on prevention, integration of community processes, family approach and coordination among partners. How these areas have been integrated?
16. Based on the Gov plans to invest in the professionalization of the SWW, what is your analysis on key recommendation ensuring effectiveness and sustainably of the process?
17. Do you agree with this statement? *"In Timor-Leste there is a well-planned, developed, and supported social service workforce in place. Licensing and accreditation systems as well as supportive supervision systems are fully functional. Information of human resources is regularly gathered, analyzed and used to refine/revise social service workforce strategies."* If yes, why? If not, why not?

Interview 3 - SW Training Centres: Social, Legal, Justice, Security and Health

Name of Training Institution:

Date/Time:

Name and Contact Information of Interviewee:

1. What is the main role of your organization? What type of training activities are developed?
2. Does your institution offer any Social Work training to government cadres delivering Social Work services? If "yes", what training and to whom?

Training / Topic/SWW recipient/Location	Year

3. What are the core subjects covered in the trainings? Copy of the curriculum?
4. Explain the relevance of the training received by social workers to their job functions
5. How many social workers (per area) are identified in Timor-Leste? And many are trained? per Municipality?
6. Who is responsible for the training design? And for training delivery?
7. How/who these trainings are financed? Part of a wider Programme?
8. How important is the partnership with MSSSI for your organization?
9. How CFW Policy have been considered into training module designs: content, implementation modality, coverage?
10. What mechanism exists to capture feedback from social workers in the field on the training?
11. Is there a medium long term plan to deliver CB initiatives to SWW (per area)?
12. What areas have been integrated over the years that were not considered in the past?
13. CFW Policy focus on prevention, family approach (not only child), integration of culture/traditional/community process and coordination among partners. Are these areas
14. Emergency context: Covid-19 and 2021 Floods – impacted training delivery plans?
15. How the principle of "Leaving No One Behind" is integrated in the training design and implementation?

interview 4 - Child protection services user - Shelter users ***to confirm with UNICEF and MSSSI teams on the relevance and feasibility to conduct this interview*

Name of Training Institution:

Date/Time:

Name and Contact Information of Interviewee:

- The interview will be guided by the principles of confidentiality, safety, respect and non-discrimination.
- The interview will be carefully coordinated and implemented with Social Worker/s related to the person to interview in terms of facilitating the process based on the child's best interest principle.

Evaluator / Social Worker Intro: We are here today because the MSSSI and other organizations are planning to reinforce the social workers role and services at community level aiming at helping appropriately to cases of violence against children in the community. For that reason, we are meeting with different people in several municipalities in Timor-Leste to listen your stories, learn the processes and compile your recommendations to better develop and implement social worker's services to families and children at community level.

My name is Beatriz Marciel and my colleague is Lino Borges, we are responsible for undertaking this study and we will be travelling also to other Municipalities to talk with other people and learn about how to improve police, doctors, lawyers, social workers in shelters, teachers and community leaders services to community to ensure better life conditions for all.

- The interview will last for 45 minutes approximately.
- Your participation is entirely voluntary. It is your choice whether to participate or not.
- The choice that you make will have no negative consequences on you.
- The information you will be sharing with us won't be shared with anyone
- You do not have to talk about anything you do not want to, and you may end your participation in discussion at any time.
- If there is a particular question you don't want to answer, you don't have to. Just tell me you don't want to answer.
- This document summarize this information and it is for you/family member to sign – *Informed consent* *****In the case of children, consent should generally be obtained from the child's parent or guardian. At the same time, consent or assent should also be sought from the child according to the child's age and maturity. "Assent" is the expressed willingness or agreement of the child. The way in which consent/assent is expressed must be appropriate to the age and capacity of the child and to the particular circumstances in which it is given, in line with the child's best interest**

Questions – Conversation guidance points:

1. Before this process started. Did you know there were people at you community prepared to support when this type of problems happens? (social workers, police officer, teachers, community leaders, nuns, ngo staff, etc)?
2. When you needed help, who were the people you first contacted? (inside family, community and/or related admin (school, others, ...)
3. Describe the process followed please.
4. Were you accompanied during the process or alone?
5. Who are the social workers you meet during the process (social workers, police officer, teachers, community leaders, nuns, NGO or CSO staff, etc)?
6. They (SW) were kind with you? Did they make you feel safe and on a trusting environment while social workers were talking to you?

7. How about the places (offices and related) you visited while you were talking to social workers? Did you feel safe to talk and to stay calm?
8. What happen after? Were you informed on the process to follow? Information was clear to you? Did you understand what were the options?
9. Were you asked and did you feel free to decide what you wanted to do after/during the process?
10. Did social workers support communication with your Community/family? Please explain
11. What would you change about the process you have been through and why?
12. Imagine another person is in your situation in your community or another Municipality. What would you recommend to social workers to do to ensure the person affected is feeling good and well attended?

6.4. INFORMED CONSENT (IC)

A. SURVEY

NOTE: To be signed each person conducting the SURVEY. A copy will be given to each participant and another copy will be kept by the evaluator.

This survey is part of the research tools developed for the Evaluation of the Capacity Building interventions conducted in Timor-Leste targeting Social Welfare Workers from 2016 to 2022. The Evaluation is organized by the Ministry of Social Solidarity and Inclusion (MSSI) and UNICEF to learn about the results of trainings conducted by several organizations to strengthen Social Workers capacity to deliver services to community. Your opinion from your experience and perception will help Government and partner organizations in Timor-Leste to improve Child Protection System and Social Welfare Workforce working conditions for coming years.

Any information included in the survey will be kept confidential. Your participation in this survey is voluntary. You don't have to answer any questions that you are not comfortable with. There are not correct or incorrect answers. However, your honest answers to these questions will help us to better understand your perceptions and needs.

Other people will not know your answers related to this study. We will summarize the information of all the participants, so that no one can know what feedback we receive from you. When we tell other people about this research, we will not use your name. Everything included in this survey is confidential.

The interview usually takes 20 minutes.

Evaluation is conducted by a team of national and international consultants.

For reference: **Beatriz Marciel** and **Lino Borges**

If you agree to participate, we hope you will answer the following questions. Do you agree?

YES

NO

_____ Name.

_____ Signature

B. PEOPLE INTERVIEWED

NOTE: To be signed for each interviewed person. A copy will be given to each participant and another copy will be kept by the evaluator.

Hello, my name is **Beatriz Marciel** and my colleague is **Lino Borges** and we are working in the Evaluation of the Capacity Building interventions conducted in Timor Leste targeting Social Welfare Workers from 2016 to date and related to services from the child and family welfare system, mainly child protection.

We are conducting an interview to find out your opinion about the SWW CB interventions carried out. This information will help to improve Government SWW capacity development strategy and programme activities for coming years. The interview usually takes about 45 minutes. Any information you give us will be kept confidential.

Your participation in this interview is voluntary and you are under no obligation to answer us. You don't have to answer any questions that you are not comfortable with, and you can decide that you no longer wish to participate at any point in the conversation. There are not correct or incorrect answers. However, your honest answers to these questions will help us to better understand your perceptions and needs.

Names will not be associated with responses. Everything said and done is confidential and will not be used outside the room except for the purposes of this research. FGDs will be tape-recorded to allow us to have a complete note. Records will be transcribed later and together with records will be kept in a secure place with limited access to non-authorized individuals for another 12 months. You are also requested to keep the information you get from other participants during the discussion in confidence.

Other people will not know that you participated in this study. We will summarize the information of all the participants, so that no one can know what feedback we receive from you. When we tell other people about this research, we will not use your name. Everything you say today is confidential.

If you agree to participate, we hope you will answer the following questions. Do you agree?

YES

NO

_____ Name.

_____ Signature

_____ Date

B. INFORMED PARENTAL CONSENT⁹ (IC)

We invite you and your child to take part in a research study being conducted by Beatriz Marciel and Lino Borges and organized by the MSSI - Ministry of Social Solidarity and Inclusion of Timor-Leste, and UNICEF Timor-Leste.

The study, wants to gather information on the process conducted by Social Workers to reinforce the social workers role and services at community level aiming at helping appropriately to cases of violence against children in the community. For that reason, we are meeting with different people in several municipalities in Timor-Leste to listen experiences and stories, learn about the processes and compile recommendations to better develop and implement services to families and children at community level.

Your child's identity will not be revealed to anyone. Children's answers will be not be associated with their name. Rather, your child will be given an identification number on the interviewer's sheet.

The interview will last for 30 minutes aprox. The participation of your child is entirely voluntary. It is his/her choice whether to participate or not as it is your choice. The choice that you/your child make will have no negative consequences on you or your child. The information you will be sharing with us won't be shared with anyone. Your child does not have to talk about anything he/she doesn't want to, and you may end his/her participation in the study at any time.

If there is a particular question he/she doesn't want to answer, he/she doesn't have to. You can tell me anything you consider relevant or not, or if don't want to answer. You will be at all times present during the conversation.

Do you have any questions? Do you understand everything I have explained to you?

Do you give us your permission to interview your child with your participation?

YES__ NO__

_____ Name child representative

_____ Signature child representative

_____ Dat

C. (IC) FOCUS GROUP DISCUSSIONS

NOTE: To be signed for each interviewed person. A copy will be given to each participant and another copy will be kept by the evaluator

Hello, my name is **Beatriz Marciel** and my colleague is **Lino Borges** and we are working in the Evaluation of the Capacity Building interventions conducted in Timor Leste targeting Social Welfare Workers from 2016 to date and related to services from the child and family welfare system, mainly child protection.

We invited you today to take part of this discussion because you are the welfare team and Municipality level who have attended MSSI trainings during past years. The same groups discussion will happen in other 3 Municipalities with your colleagues. Once the results will be analysed we will share with you to let you know what are the final findings and recommendations based on Municipalities discussions.

The objective is to inform MSSI and partner organizations if CB initiatives have been useful for your daily work to deliver quality services to children and their families at community level. For that, we would like to talk with you about what you have changed after attending these trainings and related capacity development activities (workshops, visits, peer, in service training, etc), what areas do you consider have been covered, and what needs have you also identified should be included in future training.

Your participation in this research is entirely voluntary. It is your choice whether to participate or not. The choice that you make will have no negative consequences on you. You do not have to talk about anything you do not want to, and you may end your participation in discussion at any time. If there is a particular question you don't want to answer, you don't have to.

Names will not be associated with responses. Everything said and done is confidential and will not be used outside the room except for the purposes of this research. FGDs will be tape-recorded to allow us to have a complete note. Records

⁹ For parent, caregiver, or authorized representative of under age

will be transcribed later and together with records will be kept in a secure place with limited access to non-authorized individuals for another 12 months. You are also requested to keep the information you get from other participants during the discussion in confidence.

Other people will not know that you participated in this study. We will summarize the information of all the participants, so that no one can know what feedback we receive from you. Everything you say today is confidential, and we also ask that you keep private what someone else said in this group. We ask that you respect each other and allow space for everyone to speak if they wish.

Do you have any questions? Do you understand everything I have explained to you?

The discussion will last approximately an hour and a half. If you join the discussion, you can ask questions at any time.

If you agree to participate in this group discussion, please sign below. We will give you a signed copy of this consent form.

_____ Name. _____ Signature

_____ Date

PLEDGE OF ETHICAL CONDUCT IN EVIDENCE GENERATION

*(**To be signed by each evaluation team member participating in the Field Visit and conducting/analyzing data from interviews, survey and FGDs)*

By signing this pledge, I hereby commit to discussing and applying the UNICEF Procedure on Ethics in Evidence Generation and to adopting the associated ethical behaviours.

Respect - I will engage with all stakeholders of an evidence generation in a way that honours their dignity, well-being, participation, personal agency and characteristics. Specifically, I will ensure:

1. Informed consent processes for all participants to the evidence process. This requires due consideration of how, whether and any risks of engaging/not engaging persons whose agency may be limited due to age, circumstance or personal capacities and capabilities.
2. Access and engagement with the evidence process by all relevant stakeholders- be they powerless or powerful, with due attention to factors that may impede access such as sex, gender, race, language, country of origin, LGBTQ status, age, background, religion, ethnicity and ability. This includes engagement in shaping/informing data needs and access to results.
3. Meaningful engagement and fair treatment of all relevant stakeholders at all stages of the evidence generation process.
4. Fair representation of different voices and perspectives in evidence products.
5. Equitable partnerships with communities acknowledging that communities have attributes and value that go beyond the mere sum of its members and may be impacted by evidence in ways that are distinct from individual impacts and recognizing and valuing the community's time and knowledge base and consulting consults all relevant/affected communities throughout this cycle.

Beneficence - I will strive to do good for people and planet while minimising harm arising from evidence generation as an intervention. Specifically, I will ensure:

6. Explicit and on-going consideration of risks and benefits from evidence generation processes, the products of such processes and longer-term consequences.
7. Maximum benefits at systemic (including environmental), organizational and programmatic levels.
8. Minimum harm. I will not proceed where harms cannot be mitigated.
9. Evidence generation makes an overall positive contribution to human and natural systems and the mission of the United Nations.

Justice - I will give consideration to who benefits and who carries the burden of evidence generation. Specifically, I will ensure:

9. Selection of Participants based on appropriate methods. Selection should not result in unjust distributions of the burdens and benefits of evidence processes on particular individuals or communities. Such considerations are required to avoid the injustice that arises from social, racial, sexual, and cultural biases institutionalized in society.
10. Relevance of the evidence generation process to those who will be participating.

Integrity - I will actively adhere to the moral values and professional standards of evidence generation practice as outlined in the UNICEF Procedure on Ethics in Evidence Generation and following the values of the United Nations. Specifically, I will be:

12. Honest and truthful in my communication and actions.
13. Professional, engaging in credible and trustworthy behaviour, alongside competence, commitment and ongoing reflective practice.
14. Independent, impartial and incorruptible.

Accountability - I will be answerable for all decisions made and actions taken, responsible for honoring commitments, without qualification or exception, and will report potential or actual harms observed. Specifically, I will be:

15. Transparent regarding evaluation purpose and actions taken, establishing trust and increasing answerability on performance to the public, particularly those populations affected by the evidence generation.
16. Responsive as questions or events arise, adapting plans as required and referring to appropriate channels where corruption, fraud, sexual exploitation or abuse or other misconduct or waste of resources is identified.
17. Responsible for meeting the evidence generation purpose and for actions taken, and for ensuring redress and recognition as needed.

I commit to playing my part in ensuring that evidence generation is conducted according to the Charter of the United Nations and the ethical requirements laid down above and contained within the UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis. Where this is not possible, I will report the situation to my supervisor, designated focal points or channels, and will actively seek an appropriate response.

7. Ethical Review Letter of Approval for Evaluation Inception Report



Research Ethics Approval

19 December 2022

Alberto Núñez
Team Leader
Floridablanca Street 93 - Principal 1
Barcelona, Spain

RE: Ethics Review Board findings for: *Country-led Evaluation of the Social Welfare Workforce Capacity building initiatives in Timor-Leste 2016 – 2022* (HML IRB Review #652TIML22)

Dear Alberto Núñez,

Protocols for the protection of human subjects in the above study were assessed through a research ethics review by HML Institutional Review Board (IRB) on 18 November – 19 December 2022. This study's human subjects' protection protocols, as stated in the materials submitted, received **ethics review approval**.

You and your project staff remain responsible for ensuring compliance with HML IRB's determinations. Those responsibilities include, but are not limited to:

- ensuring prompt reporting to HML IRB of proposed changes in this study's design, risks, consent, or other human protection protocols and providing copies of any revised materials;
- conducting the research activity in accordance with the terms of the IRB approval until any proposed changes have been reviewed and approved by the IRB, except when necessary to mitigate hazards to subjects;
- promptly reporting any unanticipated problems involving risks to subjects or others in the course of this study;
- notifying HML IRB when your study is completed.

HML IRB is authorized by the United States Department of Health and Human Services, Office of Human Research Protections (IRB #1211, IORG #850, FWA #1102).

Sincerely,

D. Michael Anderson, Ph.D., MPH
Chair & Human Subjects Protections Director, HML IRB

cc: James Kimani, Catalina Salazar Silva, Koorosh Raffii, Penelope Lantz, JD

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8. Institutional Participants list of Validation Workshop and Draft Report presentation to stakeholders

8.1. VALIDATION WORKSHOP INSTITUTIONAL PARTICIPANTS

NAME	INSTITUTION	SECTOR
VITORINA ARMENTO SAVIO	ADTL	DISABLE PEOPLE ORG.
VERONICA TILMAN	ADTL	DISABLE PEOPLE ORG.
XULIO SOARES AGOSTINHO	ALFELA	JUSTICE
FERNANDO PINTO DA SILVA	ALFELA	JUSTICE
ALZIRA PEREIRA	CASA VIDA	SOCIAL
JULITO MARIA	CENTRO FORMASAUN APC	SOCIAL
ETELVINA ARAUJO DE J. MORIZ	DFAT / EMBAIXDA AUSTRALIA	MULTISECTORIAL
MARIANA ALVES RIVEIRO SOARES	HEALTH POST	HEALTH
FERNANDO SOARES	HEATH POST VIQUEQUE	HEALTH
FAUSTINA FILOMENA VIEGAS	HEALTH POST	HEALTH
JOSE DE ARAUJO	INAP	EDUCATION
TERESA M. FREITAS	INDICA	SOCIAL
DIRECTORA MARIA FATIMA SOARES	INS/MOH	HEALTH
ANTONIO FREITAS	ISAT	EDUCATION
MARTA CLEMENTINA	JU'S	JUSTICE
BARBARA OLIVERIA	JU'S	JUSTICE
JOANA DE ALMEIDA	MSSI	SOCIAL
PAULA DA SILVA	MSSI	SOCIAL
LOURENÇO M. DA SILVA	MSSI	SOCIAL
JOANA DA SILVA	MSSI - CSS MANATUTO	SOCIAL
AGOSTINHA SOARES	MSSI - CSSM - MANATUTO	
NAZARIA INMACULADA SOARES	MSSI - CSSM LIQUIÇA	SOCIAL
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OSTELINA DE O.CARCERA	PNTL - MANATUTO	SECURITY
HERCULANO GRANADEIRO	PRADET	HEALTH
ZELIA MIRA GOMES	TAF	SOCIAL
SIALIA DO REGO	TAF - NABILAN	SOCIAL
JOHANA P.SHINTA D.	TAF - NABILAN	SOCIAL
E.ADAMS	TAF - NABILAN	SOCIAL
X. INGHAM	TAF - NABILAN	SOCIAL
SUZANNE PRESTON	TLPDP	SECURITY
ARMANDO DOS SANTOS	TLPDP	SECURITY
DIRCIO F.A.XIMENES	UNFPA	HEALTH
DARIO F.D. SARA	UNWOMEN	SOCIAL
JOAO VENEGAS PINTO	MOH	HEALTH

8.2. DRAFT REPORT PRESENTATION PARTICIPANTS

Date: 5th April 2023 (online presentation by the Evaluation Team)

Nº	NAME	INSTITUTION
1	ADOLFO DA COSTA	APC/CF
2	PAULO DA SILVA PINTO	MSSI - CSSM - LACLUTA
3	JOSE C. DA PIEDADE	INDDICA IP
4	RICARDO DA COSTA	PNTL - VPU
5	MARIO GOMES	FDCH
6	JANUARIO FERNANDES	FDCH
7	ZELIA MIRA	TAF - NABILAN
8	MARIA VERONICA	TAF - NABILAN
9	FRANCISCO SALVADOR	ALFELA
10	ANTONIO MARQUES	NA
11	DOMINGOS SOUSA	UNICEF TIMOR-LESTE
12	TAMMY KAISSOU	ISAT
13	GIZELA MONIZ	UNICEF TIMOR-LESTE
14	JAMES KIMANI	UNICEF EVALUATION REGIONAL

9. Chart from Guidelines to strengthen social service for child protection “Services provided by Social Service Workers”

