

Evaluation of the Royal Government of Bhutan and UNICEF Bhutan Country Programme 2019-2023

INCEPTION REPORT:
ANNEXES

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Annex A: Sectoral theories of change

1 Child Development and Survival: Every Child in Bhutan Survives and Thrives

Graphical representation of the Theory of Change of RGOB – UNICEF Bhutan’s Child Survival and Development Programme 2019-2023 (Page 1)

Problem/Deprivation

High NMR (21 per 1,000 live births). Disparities across regions, rural/urban, wealth quantiles, and mother’s education remain.

Deprived nutrition among under-five children and adolescent girls (1 in 5 children stunted and 4 in 10 children and one-third adolescent girls are anemic). Disparities across regions, rural/urban, wealth quantiles, and mother’s education remain.

Suboptimal household sanitation and hygiene practices and poor menstrual hygiene management. Disparities across regions, rural/urban, and wealth quantiles remain. WASH in health care facilities and monastic institutions is poor.

Based on key determinants related to Enabling Environment, Supply, Demand, and Quality

Significant bottlenecks

- EE: Limited country-specific evidence, inadequate policy/standards, and guidelines for health
- EE: Inadequate fund allocation for promotion and prevention programmes
- Q: Data quality and management
- S: Facility gaps in services delivery for newborn care
- S: Limited understanding of equity issues in service delivery
- S: Access (travel and transport)
- D: Knowledge gaps in health-seeking behaviour

- EE: Limited country-specific evidence, inadequate policy/standards, and guidelines for nutrition
- Inadequate fund allocation for nutrition programmes
- Q: Data quality and management of nutrition data in routine HMIS
- S: Facility gaps in nutrition service delivery and capacity gaps to provide nutrition (dietary diversity) counseling
- S: Limited understanding of equity issues in service delivery
- D: Knowledge gaps to identify poor nutrition status and suboptimal dietary habits

- EE: Limited country-specific evidence, inadequate policy/standards, and guidelines for WASH
- EE: Inadequate fund allocation for WASH programmes
- Q: Data quality and management, HMIS is not collecting regular WASH data
- S: Facility gaps in service delivery and trained manpower (masons) to support community for building toilets
- S: Limited understanding of equity issues in service delivery, including knowledge gaps in WASH behaviour
- D: WASH investment and utilization gaps

Graphical representation of the Theory of Change of RGOB – UNICEF Bhutan’s Child Survival and Development Programme 2019-2023 (Page 2)

Outputs Outcome Impact

Every child in Bhutan survives and thrives (CSD)

Outcome 1: By 2023, newborns, children, adolescents and women have equitable access to evidence-based, quality, inclusive and gender-responsive health, nutrition and WASH services and adopt appropriate care practices

If 1.1 By 2023, government and partners have improved capacity to provide quality health services for newborns, under-five children, pregnant mothers, including health services that are adolescent-friendly

If 1.2 By 2023, government and partners have improved capacity to delivery nutrition interventions to reduce stunting and anaemia among under-five children, and reduce anaemia among adolescents

If 1.3 By 2023, government and partners have improved capacity to strengthen WASH services in communities and institutions.

Alignment with 12th FYP NKRA:

- NKRA 14: Health and caring society
- NKRA 8: Water, food, and nutrition security
- NKRA 15: Sustainable human settlements
- NKRA 7: Quality education and skills

Alignment with SDGs

Goals 1, 2, 3, 4, 5, 6, 10, 17

Impact
Outcome
Outputs

Education: Every Child Learns

Every child and adolescent learns, including during humanitarian situations

Outcome 2: By 2023, newborns, children, adolescents and women have equitable access to evidence-based, quality, inclusive and gender-responsive health, nutrition and WASH services and adopt appropriate care practices



- Advocacy and recommendations for evidence-based legislative, policy and programmatic development and budgeting

- Strengthening of education system on enhanced service delivery and cross-sectoral collaboration

- Implementation of comprehensive C4D strategy on ECCD and inclusive education
- BCC programmes for improved family

Alignment with 12th FYP NKRA:

- NKRA 7: Quality education and skills
- NKRA 3, 8, 10

Alignment with SDGs
Goals 1, 2, 3, 4, 5, 6, 10, 17

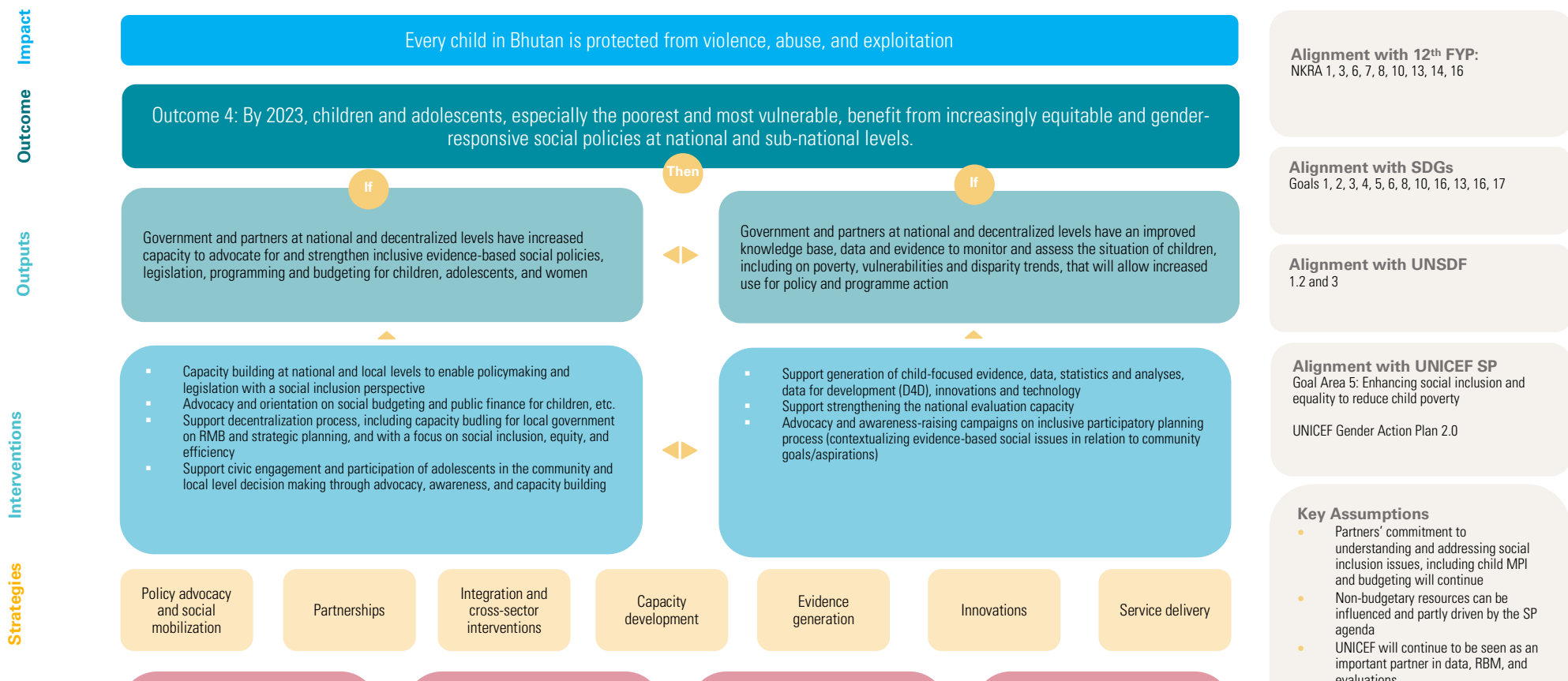
Alignment with UNSDF 2

Alignment with UNICEF SP
Goal Area: 2, 4, and 5
Gender Action Plan 2.0
Global Education Strategy 2016-2030

3 Child Protection: Every Child is Protected from Violence, Abuse, and Exploitation



4 Social Policy: Every Child has an Equitable Chance



Annex B: Stakeholder mapping

The intended beneficiaries of the Bhutan country programme are vulnerable children, adolescents, and women. UNICEF collaborates with various duty bearers, including traditional partners from the government and international development agencies, as well as non-traditional partners such as civil society, academia, faith-based organizations, media, communities, and other institutions. The key stakeholders in the programme and their interest, role, and potential use of the evaluation findings are outlined below.

Stakeholder	Interest in the CPE and possible use of evaluation findings	Involvement in the CPE
Internal UNICEF stakeholders		
UNICEF Bhutan Country Office (BCO)	BCO is the primary user of the evaluation. The evaluation is designed to inform and refine the goals and strategies of the next country programme.	BCO staff will participate as key informants in the evaluation. BCO's PME unit is responsible for coordination within UNICEF regarding data collection, including provision of relevant documents to the evaluation team.
UNICEF Regional Office for South Asia (ROSA)	ROSA is responsible for managing the country programme evaluation and has a direct interest in it since they provide support to the country office. ROSA is one of the main users of the CPE.	The ROSA evaluation team will provide technical oversight for the evaluation process. ROSA sectoral advisers will participate as key informants in the data collection.
UNICEF Senior Management at ROSA and BCO	As senior management staff, UNICEF's leadership at ROSA and BCO are particularly interested in the evaluation process, findings, and recommendations to inform their decision-making.	Senior management at ROSA will be one of the primary users of the evaluation. Senior leadership at BCO will participate as key informants.
UNICEF Evaluation Reference Group (ERG)	As experts in the field of child rights, members of the ERG may find the evaluation findings useful in their own work, particularly in the context of Bhutan.	The members of the ERG will provide technical guidance throughout the evaluation process, which will involve reviewing both the inception report and the evaluation report.
External stakeholders		

Stakeholder	Interest in the CPE and possible use of evaluation findings	Involvement in the CPE
<p>Government of Bhutan, particularly the following:</p> <ul style="list-style-type: none"> ▪ National Commission on Women and Children (NCWC) ▪ Ministry of Education (MOE) ▪ Ministry of Health (MOH) ▪ Ministry of Finance (MOF) ▪ Ministry of Works and Human Settlement (MWHS) ▪ Ministry of Labour & Human Resources (MOLHR) ▪ National Statistics Bureau (NSB) ▪ Bhutan Council for School Examination and Assessment ▪ National Assembly of Bhutan ▪ Council for Religious Affairs ▪ Religion & Health Project, Dratshang Lhentshög 	<p>The country programme is a collaboration between the Royal Government of Bhutan and UNICEF Bhutan. Various key government agencies are involved in the programme in different capacities. This includes designing and implementing initiatives, benefiting from capacity development programmes, and serving as the target audience for advocacy efforts.</p>	<p>Relevant government officials will serve as key informants for primary data collection, including interviews and perception surveys. The government has a direct interest in the evaluation, particularly in the recommendations, as they continue to partner with UNICEF in child rights initiatives.</p>
<p>Local government, particularly:</p> <ul style="list-style-type: none"> ▪ Dzongkhag Education Offices (DEO) ▪ Dzongkhag Health Offices (DHO) 	<p>Local government authorities are key partners in implementing UNICEF's initiatives. They receive capacity-building programs and are among the target audiences for advocacy efforts.</p>	<p>DEOs and DHOs will participate in the online perception survey.</p>
<p>Autonomous institutions, particularly:</p> <ul style="list-style-type: none"> ▪ Gross National Happiness Commission ▪ Royal Bhutan Police ▪ The PEMA Centre 	<p>The GNHC is responsible for leading national development strategic planning, policy development and vetting, multisectoral coordination, and managing development grants and other support from international aid agencies.</p> <p>The Royal Bhutan Police is a key implementing partner in the women and child protection initiatives of the government and UNICEF.</p> <p>The PEMA Center is tasked to spearhead Bhutan's national response to mental health.</p> <p>All institutions have a direct interest in the findings and recommendations of the CPE.</p>	<p>GNHC, the Royal Bhutan Police, and PEMA Centre will participate as key informants in the primary data collection.</p>
<p>UN agencies</p> <ul style="list-style-type: none"> ▪ UNDP ▪ UNFPA ▪ UN-RCO ▪ WHO 	<p>UN agencies are key collaborators in the country programme as part of the United Nations Sustainable Development Partnership Framework. They are primary users of the evaluation. The findings and recommendations will provide valuable information</p>	<p>UN agencies will participate in the primary data collection, including key informant interviews and perception survey.</p>

Stakeholder	Interest in the CPE and possible use of evaluation findings	Involvement in the CPE
<p>NGOs and CSOs including:</p> <ul style="list-style-type: none"> ▪ Ability Bhutan Society ▪ Bhutan Toilet Organization ▪ Bhutan Centre for Media and Democracy ▪ Bhutan Civil Society Network, Executive Committee & ED of Bhutan Transparency Initiative ▪ Bhutan Nuns Foundation ▪ Disabled People's Organization of Bhutan ▪ Draktsho Vocational Center for Special Children and Youth ▪ DPOB ▪ Evaluation Association of Bhutan ▪ Loden Foundation ▪ Nazhoen Lamtoen ▪ Phensem Parents Support Group ▪ Respect, Educate, Nurture and Empower Women (RENEW) ▪ Tarayana ▪ Youth Development Fund (YDF) <p>International development partners, including:</p> <ul style="list-style-type: none"> ▪ International Monetary Fund ▪ Oxford Poverty & Human Development Initiative (OPHI) ▪ Save the Children ▪ SNV Bhutan 	<p>for both their independent programming and joint programming with UNICEF.</p> <p>Local and international development organizations are key partners of UNICEF in implementing various CP interventions.</p>	<p>Key officials will participate in the key informant/group interviews. Some staff members who are knowledgeable about UNICEF programming will also be selected as perception survey respondents.</p>
<p>International financial institutions (ADB, World Bank)</p>	<p>Although not directly involved in the country's programs, international financial institutions have a bird's-eye view of Bhutan's development trajectory. They can provide insights on UNICEF's strategic positioning and the relevance of its intervention. The findings of the evaluation can be informative for their own programming.</p>	<p>Key individuals in leadership positions from ADB and the World Bank will be interviewed during data collection.</p>
<p>Academia</p> <ul style="list-style-type: none"> ▪ Paro College of Education ▪ Samtse College of Education ▪ Royal University of Bhutan ▪ Jigme Singye Wangchuk School of Law 	<p>The academia are UNICEF's key partners in education reform initiatives. They can benefit from the findings and recommendations of the evaluation.</p>	<p>Relevant officials from academic institutions will be involved in key informant/group interviews.</p>

Stakeholder	Interest in the CPE and possible use of evaluation findings	Involvement in the CPE
Other organizations including media and private institutions (Bhutan Broadcasting Service, Bhutan Board of Certified Counselor)	These organizations are partners in advocacy efforts and recipients of capacity building initiatives (i.e., BBCC).	Key personnel from BBS and BBCC will be engaged in the online perception survey.
Beneficiaries (children, adolescents, women, parents and caregivers)	The findings and recommendations of the CPE will influence UNICEF's programming, including its focus areas and strategies, among other aspects. Recipients of program interventions will be directly affected by the CPE's findings and recommendations, if BCO management adopts them.	Given the strategic nature of the CPE, as well as time and resource constraints, program beneficiaries will not take part in primary data collection. Instead, their voices will be captured in the evaluation by incorporating information from secondary sources such as case studies, other published literature that involved them, and interviews with CSOs and NGOs that represent them.

Annex C: Terms of reference

Country Programme Evaluation of the UNICEF Bhutan Country Programme 2019-2023

INTRODUCTION:

The revised UNICEF Evaluation Policy issued by in 2018 requires Country Programmes (CP) to undergo a Country Programme Evaluation (CPE) at least once every two programme cycles or once in a programme cycle if existing information points to a significant shift in the programming context or a significant increase in the level of risks. The UNICEF- Royal Government of Bhutan Country Programme 2019- 2023, was approved in 2018 by the Executive Board. While the country office conducted a mid-term review (MTR) in 2021, it has not undergone a CPE in the last two cycles making a CPE necessary before the next CPD is developed. Therefore, an evaluation of the Bhutan Country Programme is commissioned to identify critical lessons from the current programme to inform the design of the next Country Programme Document (CPD).

CONTEXT

According to the Bhutan National Statistics Bureau (NSB), the total projected population in Bhutan is approximately 763,249 in 2022. Thirty-five per cent of the population comprises of children and adolescents, 47.8 percent of women while 62.2 percent live in rural areas. Bhutan has made tremendous progress in reducing extreme poverty and promoting gender equality. Over the last decade, the government has been able to reduce the number of extremely poor by two-thirds. From 2012 through 2017, the poverty rate dropped from 12 percent to 8.2 percent, as estimated in Poverty Analysis Report 2017 by Bhutan NSB. Annual real GDP growth has averaged 7.5 percent since the 1980s, fueled by a rapid expansion of the public sector-led hydropower production. (World Bank, 2021). In 2017, Bhutan's multidimensional poverty rate was estimated at 5.8 percent of the population against 12.7 percent in 2012. About 97 per cent of the multidimensionally poor are rural, urban contexts also present complex social issues. The greatest vulnerabilities encompass diverse groups of children and adolescents, with 33.9 percent of children multidimensionally poor. Children with disabilities are particularly disadvantaged, given insufficient mechanisms to respond to their needs compounded by stigma. This

Health: Bhutan has made a very good progress towards achieving health related Sustainable Development Goals (SDGs) over the past decade. According to Population and Housing Census of Bhutan, 2017, the total live births declined from 12,538 in 2005 to 11,239 in 2017. The average number of children born alive per woman in the age group 15-49 years is 2.6. The mean age at first birth for women aged 15-49 is 21 years. The national child survival rate is 94.1 per cent. About 97 per cent of all births in the 12 months preceding the 2017 Census were attended by health professionals. The Infant Mortality Rate (IMR) is 15.1, the Child Mortality Rate (CMR) is 19.0, and the Under 5 Mortality Rate (U5MR) is 34.1, per 1,000 live births. Reducing neonatal mortality, which constitutes about 56 per cent of under-five deaths remains one of the key challenges. The majority of the newborn deaths were due to preterm births, neonatal sepsis, and birth asphyxia which are largely preventable in nature (MoH, 2020). Inequalities in neonatal deaths are related to wealth, the mother's education and geography. The Maternal Mortality Ratio (MMR) is 89 per 100,000 live births. Childhood immunization rates have been sustained at over 94 per cent % since 2017 (Annual health bulletin, MoH, 2021).

Nutrition: Childhood stunting reduced from 33.5 per cent to 21.2 per cent between 2010 and 2015 and the prevalence of anaemia among children under the age of 5 years fell by nearly half between 2003 and 2015 to 43.8 per cent. While stunting in children has fallen, there are regional disparities. Stunting is more pervasive in rural areas, and ' with one-fifth of under-five children stunted and two in five children anaemic, malnutrition remains persistently a major public health issue.' (Annual health bulletin, MoH, 2020). While the exclusive breast-feeding rate is 51.4%, only 11.7% of children in Bhutan consume the minimum acceptable diet.

WASH: Undernutrition is closely linked to water, sanitation and hygiene (WASH), yet 37.0 per cent of households still lack access to basic sanitation facilities. Bhutan supplies improved drinking water to 98 per cent of the population (2017). However, about 46 per cent of district hospitals face severe water shortages, 54 per cent of schools do not have a sufficient water supply and 22 per cent do not have improved toilets.¹

Education: Literacy stands at 71.4 per cent, which is an increase of 12 percentage points from 2005 (59.5%). Wide variations by gender and location exists (males, 78 per cent; females, 63 per cent; urban 84 per cent; rural 63 per cent)². Enrolment rates in ECCD centres have increased from 3 per cent in 2011 to 25.3 per cent in 2019 (Annual Education Statistics, 2019). Although there are almost no gender differences in enrolment rates, Bhutan's mountainous terrain creates geographical barriers to access. Quality, equity, and sustainability are other

key concerns to be addressed. ECCD services for children aged 6 - 8 years are largely linked to primary schools. Primary school enrolment rates are high in Bhutan with a Gross Enrolment Ratio of 105.6% and a Net Enrolment Ratio of 92.9%. Minimal gender differences in enrolment are observed (ministry of education, 2018a). However, concerns remain over quality, including the quality of learning experiences and the condition of classroom environments. Low preschool coverage is linked to poor school readiness; quality is compromised by low-quality facilities and inadequately trained facilitators. As of 2021, there are a total 7390 novices attending monastic institutes under 18 Rabdeys. (Annual Education Statistics, 2021)

Child Protection: The National Survey on Violence against women and children, 2016 revealed that 64.1 per cent of children experience physical violence; 12.8 per cent experience sexual violence (girls, 13.5 per cent; boys, 11.9 per cent). More than half such violence is committed by peers, often during bullying in boarding schools. Children with disabilities are especially vulnerable to violence against children (VAC). Vulnerability to VAC is exacerbated by family fragmentation and urban migration and may be linked to high rates of violence against women. Child labour stands at 18.4 per cent. Early and forced marriage continue to occur, with 30.8 per cent of girls married before the age of 18 years, particularly in the eastern part of the country, giving rise to early pregnancy and childbearing.

Social policy and socio economy: Bhutan's economy also faced challenges from the protracted COVID-19 pandemic. The incidence of multidimensional vulnerability is 18.3%, so nearly one-fifth of people in Bhutan is multidimensionally vulnerable to the adverse effects of the pandemic. The unemployment rate rose to 5 percent in 2020, from 2.7 percent in 2019, with the rate of job losses highest in urban areas and among youth. The economy contracted by 1.2 percent in FY20/21. Services sector output fell by 3.6 percent, as the tourism industry remained closed. While the hydro sector supported industry sector growth, construction and manufacturing were adversely affected by labor shortages and high input prices. On the demand side, private consumption contracted due to domestic COVID-19 containment measures and lower incomes. Average inflation increased from 3.0 percent in FY19/20 to 8.2 percent in FY20/21. While food inflation eased to 10.1 percent in June 2021, from a peak of 17.0 percent in February 2021, non-food inflation accelerated in FY20/21, in line with price development in India and higher fuel prices. High food inflation likely eroded the real incomes of many rural poor. This is expected to have led to a slight increase in the \$3.20 poverty rate, from 10.3 in FY18/19 to 11.0 percent in FY19/20. The \$3.20 poverty rate is projected to rise further to 11.6 percent in FY20/21, given continued disruptions in economic activities.

Impact of COVID-19: The study on COVID-19 impact, 2021 highlighted that the effect of COVID-19 in Bhutan in terms of morbidity and mortality was minimal but economic losses as well as its impact on the Bhutanese society have been enormous.³ This was more so in the case of women and children and the marginalized population who felt disproportionate economic, health, and social impacts due to some deeply entrenched inequalities, social norms, and unequal power relations. At least 59 percent of the respondents reported that their household income had been less than usual after the outbreak of COVID-19 with a higher proportion among rural households (66.5 percent) than urban households (47.6 percent). The majority of the respondents (72 percent) reported difficulty due to school closure, particularly in the rural areas (76 percent). The respondents (both adults and children) reported facing challenges with online learning and self-study methods due to limited access to the internet and affordability of data packages and relevant devices such as smartphones. Up to three percent of the adults (households) had at least one child who dropped out of school during the pandemic. Around six percent of adults reported experiencing one or more forms of Gender-based Violence (GBV) with the majority of them experiencing emotional and economic violence. The percentage of women experiencing GBV was slightly higher than men. In addition, 64.8 percent of the adults felt that there was increased physical violence as a result of COVID-19, followed by sexual violence (47.1 percent), emotional abuse (34.6 percent), and economic violence (30.7 percent). However, the findings revealed that the majority of those who experienced GBV did not report it to anyone.

To cope with the impact of the pandemic and enforced restrictions, His Majesty The King continues to provide Druk Gyalpo's Relief Kidu, to 48,751 individuals who lost their income during the pandemic, including 6,900 children (State of the Nation Report, 2021).

The Government invests 18 per cent of its budget in education and 8 per cent in health care to ensure free basic services for all.

THE BHUTAN COUNTRY PROGRAMME

A description of the country programme is included below.

Child survival and development

UNICEF Outcome: By 2023, new-borns, children, adolescents and women have equitable access to evidence-based, quality, inclusive and gender-responsive health, nutrition and water, sanitation and hygiene (WASH) services and adopt appropriate care practices.

This component sought to achieve three key results, focused on newborns, children under the age of 5 years and adolescent girls and boys: (a) improved quality of neonatal and maternal health interventions to reduce high neonatal mortality; (b) reduced stunting and anaemia, along with improved adolescent girls' nutrition; and (c) strengthened WASH in institutions, including health and monastic institutions and schools, and at the household level. The component underpins the national efforts to reduce the under-five and neonatal mortality rates, stunting, the under-five and adolescent girls' anaemia rate and to increase the proportion of open defecation-free communities.

The current CPD was designed to shift UNICEF from downstream vertical programmes to upstream ones, integrated health, nutrition and WASH systems strengthening. With the Government and WHO, health workers' capacities were to be developed nationwide for relevant areas in health, nutrition and WASH. UNICEF and UNFPA support integrated adolescent-friendly health services focused on adolescent girls' needs, including menstrual hygiene management. Coordination would be enhanced to guide the implementation of a multi-sectoral nutrition and food security strategy. Communities' capacities would be enhanced to adopt improved sanitation and utilization of services, including change in social norms and cultural practices. Support would also be given to increasing WASH coverage in hard-to-reach areas and rapidly urbanized sites.

Education

UNICEF Outcome: By 2023, children and adolescents, especially the most vulnerable, increasingly benefit from quality, inclusive and gender-responsive education.

This component focuses on the following key results: (a) strengthened national capacity to positively influence education policy, legislation and programme implementation through the high-quality, timely generation and use of evidence; (b) improved stakeholder capacities, especially in the education workforce, to provide efficient, effective, gender-responsive and quality education services that result in improved learning outcomes for all children; and (c) enhanced children's and parents' knowledge on inclusive education, ECCD and the transition to basic education as well as the demand for quality, gender-responsive education, especially at the secondary and tertiary levels. Further attention would be on quality improvement as well as the piloting and upscaling of innovations, including for ECCD in hard-to-reach areas in the east and south, and in potential humanitarian situations. Improved learning, performance and assessment was planned to be emphasized, including the inclusion of children with disabilities, and support to quality education for adolescents, particularly girls. Child protection issues in boarding schools and hostels was to be addressed. Attention was to be given to disaggregated data and cross-sectoral work on public finance for children, through capacity-building and upstream advocacy with the Government and partners for evidence-based policies, programmes, costed plans.

As coordinating agency for the Global Partnership for Education, UNICEF supports the strategic orientation and monitoring of the Bhutan Education Blueprint 2014–2024. To create an enabling environment for a quality education, integrated adolescent-friendly services, a review of the draft National Education Policy was to be supported, as well as the strengthening of adolescent education. The transition to higher education and linkages between the education and labour sectors was to be emphasized. UNICEF supports children and adolescents in monastic institutions and nunneries. Special efforts were to be made to ensure that women's concerns and contributions are sufficiently addressed. The capacity-building of Government to develop a communication for development (C4D) strategy on ECCD and inclusive education would complement the dissemination of multimedia toolkits for use by families and service providers, knowledge and skills of children and adolescents and parenting education programme, provided through ECCD centres.

Child protection

UNICEF Outcome: By 2023, children and adolescents, especially the most vulnerable, increasingly benefit from quality, inclusive and gender-responsive child protection.

This component is focused on (a) increasing the capacity of the Government to strengthen inclusive, evidence-based child protection policymaking, legislation and programming; (b) improving the gender-responsive capacities of child protection, justice and other members of a cross-sectoral social services workforce; and (c) increasing the knowledge of children, adolescents and adults about the harmful effects of VAC, along with the strengthened capacities of parents, teachers and caregivers to prevent VAC, including alternative disciplining techniques. UNICEF would strengthen child protection management information system (CPMIS) and support the integration of the nascent child helpline with the CPMIS to ensure the effective tracking of protection cases. Capacity development were to be undertaken for the National Commission for Women and Children and district women and child welfare committees and, the police and justice system. The component support national-level research on child labour, child marriage, online abuse and exploitation and VAC thematic analyses.

The Country Office planned to work with the Royal Court of Justice, police and the Office of the Attorney General to institutionalize the diversion of children in conflict with the law. The component also aimed at increasing the capacity of the Commission for Monastic Affairs to prevent, recognize and report violence within monastic institutions and nunneries. The Royal University of Bhutan would be assisted in developing social work programmes and integrating protection training modules to address the prevention of child marriage and VAC with disabilities. This involved addressing sociocultural norms, including implementing a comprehensive C4D strategy, and collecting evidence for enhanced advocacy. Focused interventions would be undertaken at the community and family levels as well as directly with children and adolescents. Parents of children aged 0–5 years would be equipped with protection-related skills. UNICEF planned to work with youth groups to equip them with protection skills; and engaging religious leaders as champions of change. The ADAP programme focuses on building capacity of service providers for young people, strengthening services for young people through integrated youth friendly services, enhancing network of volunteers to promote civic engagement and participation and building skills of young people through lot of entrepreneurship programme, and digital skills.

Social policy

UNICEF Outcome: By 2023, children and adolescents, especially the poorest and most vulnerable, benefit from increasingly equitable and gender-responsive social policies at the national and subnational levels.

UNICEF focuses on two key results at the national and decentralized levels: (a) enhanced inclusive and evidence-based policymaking, targeted public finance for children and increased social protection system coordination to reduce multidimensional child poverty; and (b) the strengthened generation, further analysis and use of quality and disaggregated data and evidence to inform policymaking and social budgeting and monitor the situation of children, adolescents and women. This component planned to support the Government and partners in the development, revision, implementation and monitoring of child-focused and gender-sensitive social policies, (e.g., National Child Policy, National Disability Policy, National Youth Policy), legislation and programmes in an equitable and disaster-informed manner, with a focus on the most vulnerable and a deeper understanding of multidimensional poverty deprivations.

UNICEF planned to undertake advocacy and capacity-building for public finance for children, the development of investment cases, with attention to public spending efficiency. The Government and key partners would be supported to establish a more integrated and rights-based social protection system, with coordinated mechanisms, to comprehensively target child poverty. The Government and partners would be supported to identify participatory, locally developed solutions that are equitable and gender-sensitive, while strengthening child-focused public sector investment and highlighting persistent inequities.

In cooperation with other United Nations agencies, UNICEF would build the capacity of the national statistical system, including defining national statistical priorities, leading to the improved monitoring of the situation of the most vulnerable children, adolescents and women. In this context, current data gaps were intended to be addressed through income-based models as well as the child-focused multidimensional poverty index (MPI). At the decentralized levels, UNICEF planned to focus on awareness-raising on social policy priorities and monitoring, and capacity-building on the core principles of results-based management, public financing for children and the formulation of equitable, gender-sensitive community development plans that increasingly benefit the most vulnerable. Building on its engagement with youth groups, UNICEF will enhance the participation of adolescent girls and boys in policy discussions.

UNICEF Bhutan response to COVID-19

In the last two years, UNICEF BCO adapted its programmes in the areas of health, education, WASH, protection to better respond to COVID-19 situation, both in terms of human resources and financial resources. The regular programmes were put on hold or delayed.

OBJECTIVE, AND PURPOSE OF EVALUATION

Objectives:

The objectives of the country programme evaluation are to:

- Provide an independent assessment of the relevance of the country programme —focusing on specific programmatic areas—to needs and context.
- Provide an independent assessment of results achieved and sustainability of the results—focusing on specific programmatic areas—and explanatory factors for their achievement;
- Identify good practices, draw lessons on significant and promising interventions and provide forward-looking recommendations for UNICEF Bhutan CO to strategically position itself in advancing the SDG goals in the country.

Evaluation purpose

The purpose of the CPE is threefold:

1. Inform programme design and support decision-taking at country office level in preparation of the next the country programme. Recommendations are to be provided which must be specific enough that necessary actions can be determined in response.
2. Foster organizational learning about what works and what does not work, especially in areas where the country programme components have not achieved the results.
3. UNICEF has an accountability to design and implement programmes at a standard of excellence. The evaluation will support accountability by providing an independent assessment of how selected results were achieved (or not) and the factors that contributed to the achievement or non-achievement.

Intended utilization

The primary target audience of the evaluation is the UNICEF CO and the Royal Government of Bhutan. In 2023, the UNICEF Bhutan Country Programme will be in its last year of implementation. The CO is preparing for the next Country Programme cycle, with the planning process that is already on going. To this end, the CPE will look back to account for progress towards results and contributions made, and it will assess the relevance of the CP and its strategic focus given Government priorities and the unmet needs of children. At the same time, focusing on issues of strategic positioning, the proposed CPE has a forward-looking lens that will enable CO to better plan and develop the new CPD. The CPE will complement findings from the Situation Analysis, evaluations, the MTR and other assessments in providing information that will be used in planning the next CPD. The results of the evaluation will be available for the development and fine-tuning of the objectives, components and strategies for the new Country Programme, which will cover the period of 2024-2028. The evaluation will support Royal Government of Bhutan to gain insights into the steps, which need to be taken to improve the realization and protection of children's rights, including through improved cross sectoral cooperation and collection and use of data.

SCOPE OF WORK:

1. **Theory of Change for the Country Program.** While the Theory of Change for the Country Programme (implicit or not), will be necessary, the CP will focus on the theory of change for the areas that will be explored for a deeper dive under relevance and strategic positioning. Changes in the TOC across the cycle, including the extent to which these changes were implemented and the extent to which the implemented TOC is relevant to meet the needs of children will be explored.
2. **Results levels:** The CPE is not meant to be an assessment of the full results framework. Rather, components of the results matrix can be identified as an area of focus, depending on the context and the needs of the country office. The Bhutan CPE will briefly assess key results achieved in UNICEF's Results Assessment Module (RAM) against the CPD. A deeper dive will then be explored for the thematic areas outlined below, that will assess all the evaluation criteria for this CPE in addition to results level assessment of effectiveness.
3. **Programmatic components and evaluation criteria:** Programming sectors are an important but not exclusive analytic frame. Depending on the topic the frame may be programmes and sectors, or the linkages within the overall country programme.

A deeper dive will be explored in the following sectoral/ thematic areas

- a. Health, particularly with a focus on child survival and development
- b. Child protection
- c. WASH, with a focus on hygiene and safe water

The CPE also will have specific—although lighter— questions on the following

- a. ADAP
- b. Nutrition
- c. 2. Social Policy
- d. 3. UNICEF's role in Monastic institution with a focus on education
- e. 3. Climate action (only strategic positioning in the next CP)
- f. 4. UNICEF's role in public health emergencies

4. **Geographical scope:** The scope of the evaluation will be national but is also expected to have a strong focus on how the programming is in the poorest and remotest areas. Specific focus will be paid to areas where the above selected programmes converge.
5. **Chronological scope:** The principal focus will be on the present country programme from 2019 to the on-going year of the cycle. Information pre-dating this period should be considered insofar as it illuminates issues in the current programme. Since progress on indicators for assessing effectiveness is available till end of 2021, the data will be derived and used as available.
6. **Participants:** Because a critical purpose of the evaluation is to inform UNICEF's next country programme, UNICEF stakeholders at country and regional level will be primarily involved in the design and governance of the evaluation. However, given that the evaluation has a focus on the positioning of UNICEF and its Country

Programme, the consultation of external stakeholders, specifically the government, is critical to addressing the evaluation questions.

7. **Evaluation Criteria:** The CPE will focus on the following OECD DAC Criteria: Effectiveness, relevance, Sustainability. In addition, areas related to strategic positioning and general ways of work will be explored. The above criteria will not be explored for all thematic/ sectoral areas. In collaboration with the Bhutan country office, ROSA has identified the criteria to explore for each thematic area based on the context, UNICEF's programming in Bhutan and the needed evidence.

EVALUATION DIMENSIONS AND QUESTIONS

Below are the questions to be explored in each domain:

Dimensions of Effectiveness

- a) What difference and/or contribution has UNICEF made to system building in the country specifically, strengthening national capacity to deliver and sustain results, including SDG?
- b) To what extent have UNICEF's programmes managed to reach the most disadvantaged sections of the communities to improve the lives of children and women?
- c) To what extent were programme short-term/intermediate results delivered and did they contribute to progress toward the stated programme outcomes?
- d) What are the major/ catalysing factors influencing the achievement (or not) of the Bhutan Country Programme results? (eg external factors - political, social economic, COVID-19 etc, internal factors – quantity, quality, timeliness of delivery etc) What influence did these factors have on achievement (or not) of Country Programme outcomes? Were there factors outside of UNICEF's control which had an impact on the implementation of the Country Programme?
- e) Were there positive/negative unintended outcomes? Could they have been foreseen and managed?
- f) How responsive and adaptive has the Country Programme been to the changing context and emerging needs/issues, particularly in view of the COVID-19 pandemic, successive emergencies and the tighter fiscal space?
- g) To what extent has UNICEF's interventions on monastic institution and GPE coordination been effective in bringing change in the relevant areas?
- h) To what extent have rights (survival, development, protection, and participation) been realized in the last five years?
- i) How efficient was the country office program delivery in terms of resource utilization, both human resources and financial resources?

Dimensions of relevance

- a) Are the implemented theories of change on health, child protection and ADAP adequate to address the needs and achieve the intended goals?
- b) To what extent has UNICEF ensured that the needs of children, adolescents and young people, especially the most marginalised, have been taken into account in the planning and implementation of health, child protection and ADAP programmes? Is the CO doing the right things, based on comparative advantage of UNICEF and based on needs of the most vulnerable children?
- c) To what extent has the Country Office been able to adapt health, child protection and ADAP strategies to changes in needs and priorities caused by change in context and government priorities, particularly following COVID-19?
- d) How have UNICEF's strategic engagement) helped to leverage resources for children and how could this be improved in future?
- e) What critical interventions or result areas have been missing or received little attention in the country programming in light of national priorities and UNICEF's mandate?
- f) To what extent has the Country Office been able to adapt strategies to the changing context caused by COVID- 19 and in what ways did the office support the Bhutan government during the pandemic?

Dimensions of sustainability

- a) Has UNICEF investments in health, monastic education and WASH led to strengthening the systems for a sustainable change?
- b) To what extent are the positive changes and effects of the health, monastic education and WASH programmes sustainable at the national and district level?

- c) To what extent have the programme strategies adopted by UNICEF including integration of programmes contributed to or were designed in a way that they will contribute to the sustainable results for children, especially equity and gender-related results?
- d) How sustainable are the results from the emergency interventions, specifically cold chain, safe water and promotion of hygiene during COVID-19, after transition to development?
- e) What has been UNICEF's role in influencing allocation of resources and in what ways is government helping to protect this pattern of financing and child focused budgeting, especially in the health sector?
- f) In what way has UNICEF's advocacy and support for the system prevented any erosion of government financing in health and education sector?

Strategic positioning

- a) To what extent has UNICEF been able to position itself as a strategic partner in the country context? What are UNICEF's comparative strengths in the country – particularly in comparison to other UN agencies and development partners - and how were these harnessed to help achieve the results?
- b) What role should UNICEF play in the future? How can UNICEF position itself for better integration of UNICEF programmes while addressing the bottlenecks in planning, designing and implementation?
- c) How can UNICEF position itself to support government to develop social protection schemes beyond the majesty's Kidu and ensure that public financing services can be delivered for the most vulnerable? What strategies would support social protection schemes through public financing?
- d) In what ways can UNICEF strategically position itself in the areas of health, child protection, ADAP, social protection, WASH, nutrition, and climate action, within a changing context given government priorities and plans?
- e) What continued coordinating role should UNICEF play given its comparative advantage and history in the country?

METHODOLOGY

The evaluation will be guided by the "Norms and Standards" and the "Ethical Guidelines for Evaluation" developed by the United Nations Evaluation Group (UNEG⁴), and UNICEF's corporate guidance for equity focused evaluations. It will be planned and implemented with a non-experimental design, using mixed methods, and drawing upon secondary data when possible, generating primary data, only, when credible secondary data is not available. The team will be expected to generate primary data through Key Informant Interviews and, perception survey, however, UNICEF welcomes use of alternative data generating approaches that add further value. The section below describes the proposed methods to be used in implementing the CPE. The methodology described below is not intended to be conclusive. Therefore, the team of consultants will be required to enhance and tailor it in agreement with ROSA during the inception process.

Desk Reviews from existing evaluations, studies, and reports: The BCO has conducted a total of two evaluations this cycle. In addition, the office conducted a comprehensive MTR and also has studies and other assessments that will be critical in answering some of the questions above. In addition, other planning and reporting documents including the CPD, programme strategy notes, work plans, annual reports and others will be reviewed. In particular, the desk review will play an important role in answering questions related to results achieved by the CO as well as the CO contribution to country priorities.

In addition, the desk review will include external documents produced by Government counterparts, other UN agencies, international development partners and NGO partners, such as key national surveys; national policies and plans, strategic frameworks, national reports, and evaluations conducted by the partners. In particular, the desk review will play an important role in answering questions related to results achieved by the CO as well as the CO contribution to country and UNDAF priorities.

Abstraction and review of UNICEF administrative and reporting data: UNICEF will provide data from its administrative information systems that are used for planning, monitoring, reporting and performance management for use in this CPE. These will be used to further assess results in specified areas to map and analyze achievement. Sex-disaggregated data will be reviewed, where available, and assessed against programme targets.

Stakeholder mapping: During the inception phase a comprehensive stakeholder analysis will be conducted to identify all relevant UNICEF partners, including those that may have not worked with UNICEF directly but play a key role in the outcomes to which UNICEF contributes or have in-depth knowledge of the context or issues covered by the evaluation. This stakeholder analysis will play a key part in informing the design of the CPE, serve to identify key informants for interviews and stakeholders for perception survey.

Key Informant Interviews: A selected number of key informant interviews will be conducted with stakeholders. Key informant interviewees will include government representatives, civil society organizations, development partners, UN agencies, UNICEF Bhutan staff, other implementing partners, and beneficiaries, including youth

and PWDs. These consultations will be carried out either virtual or in person, depending on the evolving COVID-19 situation and travel restrictions.

Online perception survey: In addition to the above, data will be collected from wider range of stakeholders using an online survey. This will ensure that more stakeholders than those who can be interviewed using the key informant interviews are reached. The survey also will primarily focus on issues of positioning and relevance as described in the sections above.

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

DELIVERABLES

Inception Period Products

1. This process will begin with the development of a **power point** summarizing the methodology, tools and planned timeline. This will be presented to the evaluation reference group, Bhutan Office and ROSA.
2. Based on this power point, a **brief inception report** will be developed. This report presents the complete methodology approach to conducting the work, with all tools fully drafted. All design issues under discussion to that point to be answered, any revisions to the issues and questions, and issues of reference group role and supervisory quality assurance will be required.
3. **Finalization of the inception report** will be concurrent to the initial stages of data collection based on the agreed upon methodology as reflected in the inception power point. This will ensure that findings are available in time for the CPD dialogue.

End of Assignment Products

4. **Power point Presentation Reflecting Preliminary Results:** A comprehensive power point that reflects preliminary results will be developed and presented to the evaluation reference group, PCO and ROSA. The format of this power point will be finalized and agreed upon during the inception process.
5. **Draft Report** with key findings, conclusions, recommendations, and lessons. This report to include chapters based on the evaluation questions presented in this TOR.
6. **Final Report:** Upon receipt of comments from ROSA, and Bhutan Office, and the evaluation reference group, the team of consultants will finalize the report, incorporating feedback from the above stakeholders.
7. **PowerPoint and summary two-pager:** A visually compelling presentation to provide an evaluation brief for government of Bhutan and other stakeholders.
8. **Data archive:** Data gathered in the exercise is transferred in an organized archive that will permit follow-on users to replicate or extend the analysis. Suitable care to be taken in assuring the anonymity of respondents.

Important notes:

1. Monitoring deliverables about work progress are not listed but will be periodically required.
2. Page limits, if any, to be established during the inception period. In general, there will not be artificial limits, but the report should aim for conciseness, readability, and visual appeal.
3. The format of the final deliverables will be decided in the inception period. A high value will be placed on products that communicate well with different audiences. Thus, infographics, PowerPoints, and other products may be fully integrated into the reports or may be proposed as complementary end products.

NORMS AND STANDARDS

The evaluation will be held to the highest standards employed by UNICEF for the conduct of evaluations and research. 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 ethical conduct in data generation. 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 Team 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.

This means it will abide by the following:

- United Nations Evaluation Group (UNEG) Norms and Standards for Evaluation in the UN System, 2016
- Ethical Guidelines for UN Evaluations; Ethical guidance for Research in UNICEF
- The final report is expected to meet the UNICEF-adapted [UNEG Evaluation reports standards](#) as well as benchmarks used in UNICEF's [Global Evaluation Reports Oversight System](#) (GEROS).

These guidance documents will be part of the contract of the evaluator/team.

PLANNED BUDGET AND FUNDING SOURCE

WBS	Grant	Total Contract Value
297R/A0/11/880/005/006	Non Grant BMO	

CONTRACT SUPERVISION:

Supervisor/Approving Authority: The ROSA Regional Evaluation Advisor, with support from the Multi-Country Evaluation Specialist/ Evaluation Officer, will supervise the assignment and approve the deliverables.

Reference Group: An Evaluation Reference group will be created to support the consultants and the supervisors. Particular roles of the RG will be to facilitate access to documentation and persons that must be involved, and to provide suggestions to draft deliverables and other issues as required. A full TOR for the reference group will be drafted. Membership to include representatives from Bhutan CO and ROSA.

QUALIFICATIONS AND EXPERIENCE REQUIRED

The CPE will be conducted by a team of three consultants who work together cohesively to deliver the products. This is necessary to ensure that findings are available within the allocated time. The team will comprise of an international team leader who will oversee the whole exercise, a supporting international senior consultant with thematic experience as well as a national consultant.

Team Leader / International consultant

She/he will direct all parts of the effort. The leader will coordinate and supervise of the team. She/he will ensure the quality of the process, outputs, methodology and timely delivery of all products. The team leader will take direct responsibility for all deliverables being of satisfactory quality. The leader will ensure that the deliverables emerge in a timely fashion as a result of an in-depth analytic process as well as ongoing consultation with the organizers of the regional consultation and the steering committee.

The key qualifications of the **Team Leader** include:

- At least ten years of professional experience in evaluations/strategic analytic review exercises, with evidence of understanding global standards, theories, models and methods related to evaluations and research;
- Expertise in conducting similar or related strategic programme evaluations, including proven track record of evaluation of similar multisectoral and multi-stakeholder country programmes supported by UN or UNICEF.
- Experience in interacting with and collecting relevant data from different level of stakeholders
- Excellent written and oral communication skills in English required.
- Demonstrated teamwork skills
- Strong oral and written communication skills
- Ability to deliver products on time
- Ability to work on multiple tasks under pressure
- Knowledge of UNICEF programming
- Familiarity the socio-economic, political and institutional environment in Bhutan

Deputy team leader/ International evaluation consultant

The deputy team leader will have at least five years of international or South Asian experience in evaluation and expertise in thematic areas that are focus of the evaluation. Other key qualifications will be similar as the team leader. Deputy team leader will bring in sectoral expertise and experience of working on a UNICEF Country Programme Evaluation.

National evaluation consultant

The national evaluator will have experience and skills that complement the Team Leader. Knowledge and experience with some of the thematic areas to be explored will be necessary.

- Expertise in conducting evaluations
- Experience and expertise in evaluating some of the thematic areas that are a focus of the CPE
- Conceptual skill at designing and interpreting theories of change
- Conceptual and applied experience in the use of communications and social media in development programming.
- Experience in working, interacting with a wide range of stakeholders at various levels including government
- Knowledge of the Bhutan country experience
- Ability to conduct literature reviews
- Strong oral and written communication skills in English and local language
- Ability to deliver products on time
- Ability to work on multiple tasks under pressure

Significant advantages

- Development of attractive products to disseminate complex information via Infographics and other means
- Design and implementation of small-scale surveys and qualitative interview techniques
- Knowledge of the social, economic, and political context

ROLES AND RESPONSIBILITIES OF TEAM MEMBERS:

UNICEF will work with the country office to recruit the above consultants. Given the limited time available, this recruitment will use existing networks and rosters to select the team. Further to the requirements mentioned above, main roles and responsibilities are as follows:

Team Leader (International)

The Team Leader has the overall responsibility for the CPE. He/she will be responsible for coordination issues and for submitting quality deliverables. Specific tasks of the team leader will include but may not be limited to:

- Guide the extensive desk review of existing information on the context, national policies and priorities and UNICEF's work, including all relevant programme and project documents and reports, previous studies, research and evaluations;
- Develop and provide detailed methodological guidance for the team with regards to the tool development and the development of the data gathering, analysis and quality assurance approach;
- Facilitate meetings/interviews with relevant stakeholders identified during stakeholder mapping;
- Provide guidance in preparing evaluation deliverables;
- Follow the methodology described in the ToR, prepare check-lists as appropriate and consult with the Team Member as necessary on methodological issues;
- Coordinate with the team member to consolidate inputs from team member and ensure timely delivery of evaluation products;
- Manage the evaluation work plan, respecting deadlines for specific activities and deliverables;
- Maintain a high level of communication with the team member and UNICEF staff involved in management of the evaluation;
- Decide upon the division of roles and responsibilities during the entire evaluation process;
- Conduct interviews with a range of key stakeholders as per the inception report;
- Assess UNICEF's work, government and other partners' contribution and comparative advantage in the context of existing policies, plans and emerging issues;
- Lead the planning and conduct of analysis and discussion of evaluation questions and issues;
- Lead the consolidation of the teams' inputs for the inception and field mission;
- Present the evaluation to CO staff and the ERG and ensure the quality of main deliverables
- Submit the IR, the draft and final CPE reports, and develop and deliver a) inception presentation at the beginning; and b) a power point presentation on the main findings and recommendations emerging from the evaluation once the evaluation report has been finally approved.

International evaluation consultant

- Review documentation made available in the electronic library developed for the evaluation, including the ToR, context information and information on and preparatory analysis of UNICEF's interventions;
- Review UNICEF's global normative products in the substantive areas for which they are responsible. These are available on the UNICEF website www.unicef.org;
- Contribute to development of evaluation matrix and data collection tools as well as finalization of the tools following inputs on inception report
- Conduct interviews with a range of key stakeholders as per the inception report;

- Support the planning and conduct of analysis and discussion of evaluation questions and issues;
- Contribute to concise written reports as per their specific area of expertise, writing specific sections according to their area of expertise
- Contribute to the revision of the final draft report and provide inputs to team discussion during all evaluation phases. He/she will participate actively in all phases of the evaluation engaging in analyses and discussions of findings.
- Participate during the entire field mission.

National evaluation consultant

- Review documentation made available in the electronic library developed for the evaluation, including the ToR, context information and information on and preparatory analysis of UNICEF’s interventions;
- Review UNICEF’s global normative products in the substantive areas for which they are responsible. These are available on the UNICEF website www.unicef.org;
- Contribute to development of evaluation matrix and data collection tools as well as finalization of the tools following inputs on inception report
- Contribute to concise written reports as per their specific area of expertise, writing specific sections according to their area of expertise
- Contribute to the revision of the final draft report and provide inputs to team discussion during all evaluation phases. He/she will participate actively in all phases of the evaluation engaging in analyses and discussions of findings.
- Facilitate meetings/interviews with UNICEF’s national counterparts and humanitarian and development partners;
- Translate during the field mission where required
- Follow up with respondents of perception survey and provide support to the team leader and senior consultant in assignment related work.

DURATION AND TIMELINE

July - September 2022

	Period	Expected focus/Deliverables of the assignment	Other elements in the overall program to be aware of or link to
1	Inception period: Month July 5 – July 20	<ul style="list-style-type: none"> ▪ Development of the approach, including all tools to be used in full. Deliverable 1 drafted [Inception Report] ▪ Presentation to and acceptance of the approach by the evaluation manager and reference group ▪ Contact with involved stakeholders; preparation for data gathering and analysis efforts ▪ Data gathering and analysis may begin in conjunction with the inception effort; e.g. interviews with key informants can cover their contribution to the main content. 	<p>Evaluation Reference Committee formed</p> <p>UNICEF and other stakeholders are contacted to secure cooperation for the effort</p> <p>Documentation and data is assembled by UNICEF for use by the evaluation team</p>
2	Data Collection and analysis July 20 -August 15	<ul style="list-style-type: none"> ▪ Team conducts desk reviews, key informant interviews and online surveys ▪ Analysis of data ▪ Presentation of preliminary findings for discussion and validation with UNICEF, reference group members. ▪ Development of preliminary power point with detailed findings 	
3	Draft presentation, validation August 15 – 26	<ul style="list-style-type: none"> ▪ Recommendations fully developed and discussed with reference group and key stakeholders ▪ Virtual meetings held with those who will receive or employ the deliverables 	Dissemination and utilization strategy to be implemented as soon as deliverables (final report) are received.

4	Draft report and Final reports September 20	<ul style="list-style-type: none"> ▪ Draft report prepared and feedback incorporated in draft report ▪ All deliverables completed by due date, including final report, final presentation and two-page summary 	
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WORKING LOCATIONS

The base of work will be the premises of the consultant utilizing information acquired remotely during the inception and report writing stages. A brief trip by either the team lead or deputy is envisioned. The timing of the visit will necessarily take into account travel options linked to the ongoing COVID-19 situation.

Annex D: List of target key informants and perception survey respondents

Key informant interview (KII) and group interviews (GI)

No.	Type of stakeholder	Interview Type	Organisation	Name	Gender	Designation
1	CSO	GI	Ability Bhutan Society	Namgay Dorji	Male	Program Officer
				Cheychey	Female	Admin/HR Officer
			Disabled People's Organization of Bhutan	Sonam Gyamtsho	Male	Executive Director
			Draktsho Vocational Center for Special Children and Youth	Deki Zam	Female	Deputy Director
2	Intl. Dev't Partner	KII	Asian Development Bank (ADB)	Shamit Chakarbarti	Male	Country Director
3	CSO	KII	Youth Development Fund (YDF)	Roma Pradhan	Female	Senior Program Coordinator
4	CSO	KII	Bhutan Toilet Organization	Passang Tshering	Male	Founder/Executive Director
5	Autonomous GI	GI	Religion & Health Project, Dratshang Lhentshog	Lopen Sherub Dorji	Male	Lopen
			Council of Monastic Institution (Dratshang Lhentshog)	Lopen Jigme Tshewang	Male	Chief Child Protection Officer
6	Govt	KII	Department of Local Government		Male	
7	Autonomous	GI	Gross National Happiness Commission (GNHC)	Dorji Pem	Female	Programme Coordinator
			Gross National Happiness Commission (GNHC)	Sonam Yarphel	Male	Programme Coordinator
8	Academia	GI	Samtse College of Education, Royal University of Bhutan	Rinchen Dorji	Male	President
			Jigme Singye Wangchuk School of Law	Dema Lham	Female	Assistant Professor
9	Govt	KII	Ministry of Education	Dochu	Male	Chief Planning Officer
10	Govt	GI	Ministry of Education	Karma Wangchuk	Male	Chief
	Govt		Ministry of Education	Rinzin Wangmo	Female	Chief Program Officer
11	Govt	Individual Interview	Ministry of Finance	Tshewang Dema	Female	Focal/Chief Budget Officer
12	Govt	GI	Ministry of Health	Kinley Zam	Female	Sr. Program Officer
			Ministry of Health	Tashi Penjor	Male	Chief, PPD
13	Govt	GI	Ministry of Health	Rixin Jamtsho	Male	Offtg. Director/Chief of CDD
			Ministry of Health	Tshedhar	Male	Program Analyst

14	Govt	GI	Ministry of Health	Laigden Dzed	Male	Chief/ Nutritionist
15	Govt	GI	Ministry of Health	Chimmi Dem	Female	Program Officer, RMNH
			Ministry of Health	Ugyen Tashi	Male	Chief Program Officer
			Ministry of Health	Devi Bhakta	Male	Chief Procurement Officer
			Ministry of Health	Tashi Dawa	Male	Program Manager
16	Govt	GI	Ministry of Health	Tshering Wangchuk	Male	Cold chain Technician
	Intl. Dev't Partner		Ministry of Works and Human Settlement	Gem Tshering	Male	Executive Engineer
17	Govt	GI	SNV Bhutan	Ugyen Rinzin	Male	WASH Sector Leader
	Govt		Ministry of Health	Yeshey Lhaden	Female	Engineer
	Govt		National Commission for Women and Children (NCWC)	Yeshey Lham	Female	Chief of Children Division
18	CSO	GI	National Commission for Women and Children (NCWC)	Ugyen Tshomo	Female	Chief of Women Division
			Nazhoen Lamtoen	Thinley Tobgay	Male	Executive Director
19	CSO	KII	Loden Foundation	Tshewang Tashi	Female	Executive Director
20	Autonomous	KII	RENEW	Tshering Dolkar	Female	Executive Director
21	Intl. Dev't Partner	KII	Royal Bhutan Police	Lt. Col Karma Rigzin (Ms)	Female	Focal Person
22	State	GI	Save the Children	Karma Doma Tshering	Female	Country Representative
			The Pema Centre Secretariat	Dil Kumar Subba	Male	Program Officer, MHPSS
23	Intl. Dev't Partner	KII	The Pema Centre Secretariat	Kezang Dukpa	Female	Asst. Program Officer, MHPSS
24	Intl. Dev't Partner	KII	UNDP	Azusa Kubota	Female	Resident Representative
25	UNICEF BCO	KII	UNFPA	Phuntsho Wangyel	Male	Head of Office
26		KII	UNICEF Bhutan	Will Parks	Male	Country Representative
27		KII	UNICEF Bhutan	Marie Consolee	Female	Deputy Resident Representative
28		KII	UNICEF Bhutan	Deki Dema	Female	Child Protection Officer
29		KII	UNICEF Bhutan	Sonam Wangchuk	Male	Youth and Adolescent Development Officer
30		KII	UNICEF Bhutan	Indrani Chakma	Female	Section head for health, nutrition and WASH
31		KII	UNICEF Bhutan	Chandralal Mongar	Male	Health & Nutrition Officer
32		KII	UNICEF Bhutan	Kinley Dorji	Male	Health and Nutrition Officer/Mental Health Focal Person
33		KII	UNICEF Bhutan	Jigme Dorji	Male	Social Policy Specialist
34		KII	UNICEF Bhutan	Sonam Gyaltshen	Male	WASH Officer
35		GI	UNICEF Bhutan	Bishnu Bhakta Mishra	Male	Education Officer
36	GI	KII	UNICEF Bhutan	Sonam Pelden	Female	Communications Officer
			UNICEF Bhutan	Tobgye	Male	C4D Specialist
37	GI	KII	UNICEF Bhutan	Karma Dekar	Female	Head of Operations
		GI	UNICEF Bhutan	Lekema Dorji	Female	PME Chief
			UNICEF Bhutan	Dechen Zangmo	Female	M&E Officer

38	Intl. Dev't Partner	KII	WHO	Dr. Rui Paulo de Jesus	Male	Country Representative
39		KII	World Bank	Adama Coulibaly	Male	Country Representative
40		GI	UN RCO	Karla Hershey	Female	UN Resident Coordinator
			UN RCO	Sonam Tshoki	Female	Development Coordinator
41	UNICEF ROSA	KII	ROSA	Amanda Bissex	Female	Advisor, CP
42	UNICEF ROSA	KII	ROSA	Rene Ehounou Ekpini	Male	Advisor, Health
43		KII	ROSA	Peter Harvey	Male	Advisor, WASH
44		KII	ROSA	Cairan O Toole	Male	Advisor, PM
45		KII	ROSA	Veronica Kamanga Njikho	Female	Advisor, Gender

Perception survey

No.	Type of stakeholder	Organization	Name	Sex	Designation
1	CSO	Ability Bhutan Society	Kuenzang N Tshering	Male	ED
2	CSO	Ability Bhutan Society	Chey Chey	Female	Adm/HR Officer
3	Other	Bhutan Board of Certified Counselor	Dr. Damber Kumar Nirola	Male	HOD
4	Media	Bhutan Broadcasting Service	Kaka Tsheirng / Dechen Wangmo	Male	MD / BBS Radio Producer
5	CSO	Bhutan Centre for Media and Democracy	Namgyel Wangchuk	Male	Program Officer
6	CSO	Bhutan Centre for Media and Democracy	Ms. Ugyen Samdrup Lhamo	Female	Assistant Programme Officer
7	Private Sector	Bhutan Chamber of Commerce & Industry (BCCI)	Sangay Dorji	Male	Secretary General
8	CSO	Bhutan Civil Society Network, Executive Committee & ED of Bhutan Transparency Initiative	Mr. Rinzin Rinzin	Male	Chair
9	Govt	Bhutan Council for School Examination and Assessment	Ms. Jamyang Choden	Female	Director
10	Govt	Bhutan Council for School Examination and Assessment	Arjun Kumar Gurung	Male	Principal Education Monitoring Officer
11	CSO	Bhutan Nuns Foundation	Dr. Tashi Zangmo	Female	ED
12	CSO	Bhutan Nuns Foundation	Ani Namgay Lhamo	Female	Program Officer
13	CSO	Bhutan Youth Development Fund	Mr. Kinley Tenzin	Male	Chief
14	CSO	Bhutan Youth Development Fund	Mr. Jigme Thinley	Male	Director
15	CSO	Bhutan Youth Development Fund	Ms. Chimi Palky	Female	Director
16	CSO	Bhutan Youth Development Fund	Ms. Sonam Chokey	Female	Senior Accountant
17	Govt - District Level	DEO Bumthang	Choney Dorji	Male	Dy.CDEO
18	Govt - District Level	DEO Chukha	Kinley Gyaltshen	Male	CDEO
19	Govt - District Level	DEO Dagana	Tshewang Penjor	Male	CDEO
20	Govt - District Level	DEO Gasa	Kinley	Male	CDEO

21	Govt - District Level	DEO Haa	Temba	Male	CDEO
22	Govt - District Level	DEO Lhuentse	Ugyen Pem	Female	CDEO
23	Govt - District Level	DEO Mongar	Norbu Gyeltshen	Male	CDEO
24	Govt - District Level	DEO Paro	Ngawang Dorji	Male	CDEO
25	Govt - District Level	DEO Pema Gatshel	Dorji Pasang	Male	CDEO
26	Govt - District Level	DEO Punakha	Lemo	Female	CDEO
27	Govt - District Level	DEO Samdrup Jongkhar	Kinzang Dendup	Male	CDEO
28	Govt - District Level	DEO Samtse	Karma Sonam Chopel	Male	CDEO
29	Govt - District Level	DEO Sarpang	Thinley Dorji	Male	CDEO
30	Govt - District Level	DEO Thimphu	Tashi Namgyal	Male	CDEO
31	Govt - District Level	DEO Trashigang	Mr. Rinchen Phuntsho	Male	CDEO
32	Govt - District Level	DEO Trashigang	Phuntsho	Male	CDEO
33	Govt - District Level	DEO Trongsa	Pemba T.Gyeltshen	Male	CDEO
34	Govt - District Level	DEO Tsirang	Rinchen Gyeltshen	Male	CDEO
35	Govt - District Level	DEO Wangdue Phodrang	Pema Dorji	Male	CDEO
36	Govt - District Level	DEO Zhemgang	Sherab Jamtsho	Male	Dy.CDEO
37	Govt - District Level	DHO Bumthang	Jigme Kelzang	Male	Sr. DHO
38	Govt - District Level	DHO Chhukha	Dorji Wangchuk	Male	Sr DHO
39	Govt - District Level	DHO Dagana	Gopal Hingmang	Male	Chief DHO
40	Govt - District Level	DHO Gasa	Ugyen Choeki	Female	Asst. DHO
41	Govt - District Level	DHO Haa	Kinga	Male	Asst. DHO
42	Govt - District Level	DHO Lhuentse	Ugyen Dorji	Male	Sr. Dho
43	Govt - District Level	DHO Mongar	Deki Phuntsho (Mr.)	Male	Sr. DHO
44	Govt - District Level	DHO Paro	Choki	Male	DHO
45	Govt - District Level	DHO Pemagatshel	Singye Dorji	Male	Sr. DHO
46	Govt - District Level	DHO Punakha	Namgay Dawa	Male	Asst. DHO
47	Govt - District Level	DHO Samdrupjongkhar	Pema Tshewang	Male	Chief DHO
48	Govt - District Level	DHO Samtse	Thinley Choden	Female	Sr. DHO
49	Govt - District Level	DHO Sarpang	Dawa Pelzang	Male	Sr. DHO
50	Govt - District Level	DHO Thimphu	Kinga Gyeltshen	Male	Sr. Thromde HO
51	Govt - District Level	DHO Trashigang	Tandin (Lobzang Tshering in excel sheet)	Male	
52	Govt - District Level	DHO Trashiyangtse	Tshewang Sithar	Male	Sr. DHO
53	Govt - District Level	DHO Trongsa	Dorji Gyeltshen	Male	Sr. DHO
54	Govt - District Level	DHO Tsirang	Lobzang Tshering (Gang Dorji in excel)	Male	Sr. DHO
55	Govt - District Level	DHO Wangdue	Rinchen Dorji	Male	Asst. DHO
56	Govt - District Level	DHO Zhemgang	Tshering Penjor	Male	Chief DHO
57	CSO	DPOB	Mrs. Ngawang Choden	Female	Program Officer
58	CSO	Draktsho	Tshewang Dhendup	Male	Program Coordinator
59	Autonomous	Dratshang Lhentshog	Lopen Phurba Tshering	Male	Chief Child Protection Officer
60	Autonomous	Dratshang Lhentshog	Lopen Phub Tshering	Male	Focal person
61	Autonomous	Dratshang Lhentshog	Mr Phintsho	Male	Accounts Assistant
62	Autonomous	Dratshang Lhentshog	Lopen Dorji Khandu	Male	

63	CSO	Evaluation Association of Bhutan	Dr. Phuntsho Choden	Female	Chairperson
64	CSO	Evaluation Association of Bhutan	DK Bhujel	Male	Executive Director
65	CSO	Fablab Bhutan	Pema Yangzom	Female	edu tech teacher
66	Autonomous	Gross National Happiness Commission	Wangchuk Namgay	Male	Officiating Secretary
67	Autonomous	Gross National Happiness Commission	Kunzang Tobgay	Male	Programme Coordinator
68	Intl. Dev Partner	International Monetary Fund	Mr. John Mark McAlister	Male	IMF
69	Academia	Jigme Singye Wangchuk School of Law	Ms. Dema Lham	Female	Assistant Professor
70	CSO	Loden Foundation	Sangay Tshering	Male	President
71	CSO	Loden Foundation	Penchen	Male	ECCD Focal Person
72	CSO	Loden Foundation	Lhakpa	Male	Entrepreneurship Program
73	Govt	Ministry of Education	Binod Sunwar	Male	Dy. Chief Planning Officer
74	Govt	Ministry of Education	Sherab Tenzin	Male	Planning Officer
75	Govt	Ministry of Education	Jampel Tenzin	Male	Dy. Chief Counselor
76	Govt	Ministry of Education	Kezang Dorji	Male	Dy. Chief Program Officer
77	Govt	Ministry of Education	Dawa Drakpa	Male	Senior Counselor
78	Govt	Ministry of Education	Kezang Dukpa	Male	Dy. Chief Counselor
79	Govt	Ministry of Education	Karma Galay	Male	Director General
80	Govt	Ministry of Education	Phuntsho Lhamo	Female	Advisor to DSE
81	Govt	Ministry of Education	Namgay Wangmo	Female	Asst. PO
82	Govt	Ministry of Education	Pema Wangchuk	Male	Dy. Chief Program Officer
83	Govt	Ministry of Education	N B Raika	Male	Specialists
84	Govt	Ministry of Education	Pem Tshering	Male	Chief
85	Govt	Ministry of Education	Tenzin Rabgyel	Male	PO, NFCED
86	Govt	Ministry of Education	Pelden	Female	Sr. PO
87	Govt	Ministry of Education	Yangka	Male	Dy, Chief PO
88	Govt	Ministry of Education	Tashi Namgay	Male	Director
89	Govt	Ministry of Education	Tenzin Thinley	Male	Director General
90	Govt	Ministry of Education	Desang Dorji	Male	Dy, Chief PO
91	Govt	Ministry of Education	Sangay Tenzin	Male	Dy, Chief PO
92	Govt	Ministry of Education	Kuenzang Deki	Female	Nutritionist
93	Govt	Ministry of Education	Nawang Gyaltsen	Male	Offtg. Chief Program Officer
94	Govt	Ministry of Education	Karma Tenzin	Male	Specialists
95	Govt	Ministry of Education	Tashi Pelzom	Female	Specialists
96	Govt	Ministry of Education	Rinzin Wangmo	Female	Chief
97	Govt	Ministry of Education	Tandin	Male	Program Officer
98	Govt	Ministry of Education	Karma Gayleg	Male	Dy. CPO, ECCD & SEN Division
99	Govt	Ministry of Education	Karma Norbu	Male	Sr. PO, ECCD & SEN Division
100	Govt	Ministry of Education	Pema Norbu	Male	Sr. PO, ECCD & SEN Division
101	Govt	Ministry of Education	Pema Chhogyel	Male	Dy, Chief PO

102	Govt	Ministry of Education	Chencho Wangdi	Male	PO, ECCD & SEN Division
103	Govt	Ministry of Education	Pema Choden	Female	PO, SEN
104	Govt	Ministry of Education	Tsheyang Tshomo	Female	Chief ICT Officer
105	Govt	Ministry of Education	Sangay Chopel D	Male	Chief, EMD
106	Govt	Ministry of Education	Karma Kuenphen	Male	Principal Education Monitoring Officer
107	Govt	Ministry of Education	Tashi Lhamo	Female	Chief
108	Govt	Ministry of Education	Tshering Phuntsho	Male	Dy. Programme Officer
109	Govt	Ministry of Education	Pema Wangchuk	Male	Curriculum Developer (Pry. Science)
110	Govt	Ministry of Education	Rinchen Dorji	Male	Sr. Programme Officer
111	Govt	Ministry of Education	Sangay Chhophel	Male	Chief Education Monitoring Officer
112	Govt	Ministry of Education	Kinley Gyeltshen	Male	Chief Programme Officer
113	Govt	Ministry of Education	Pema Wangchuk	Male	Dy. Chief Program Officer
114	Govt	Ministry of Health	Sonam Phuntsho	Male	Sr. Planning Officer
115	Govt	Ministry of Health	Kinley	Male	Dy, Chief Program Officer
116	Govt	Ministry of Health	Sonam Wangchuk	Male	Dy, Chief PO
117	Govt	Ministry of Health	Tashi Tshomo	Female	Program Officer
118	Govt	Ministry of Health	Karma Tenzin	Male	On Study leave
119	Govt	Ministry of Health	Tshewang Dorji Tamang	Male	
120	Govt	Ministry of Health	Sangay Phuntsho	Male	Sr. Program Officer
121	Govt	Ministry of Health	Hari Prasad Pokhrel	Male	Nutritionist
122	Govt	Ministry of Health	Lekey Khandu	Male	Sr. Program Officer
123	Govt	Ministry of Health	Tsheddar	Male	Dy. Program Officer
124	Govt	Ministry of Health	Kinley Wangmo/Wangchuk	Female	Sr. Program Officer
125	Govt	Ministry of Health	Sonam Choden	Female	Asst. PO
126	Govt	Ministry of Health	Chimmi Dem	Female	Program Officer
127	Govt	Ministry of Health	Yeshi Pelden	Female	Asst. PO
128	Govt	Ministry of Health	Sangay Zam	Female	Lecturer
129	Govt	Ministry of Health	Tashi Tshering	Male	Sr. Information & Media Officer
130	Govt	Ministry of Health	Tshering Wangchuk	Male	
131	Govt	Ministry of Health	Pema Zangmo	Female	
132	Govt	Ministry of Health	Khandu	Male	
133	Govt	Ministry of Health	Tshering Wangdi	Male	
134	Govt	Ministry of Health	Dr. Tulsi Ram Sharma	Male	
135	Govt	Ministry of Health	Dr. Mimi Mynak	Female	HOD, Paediatric, JDWNRH
136	Govt	Ministry of Finance	Deki Wangmo	Female	Director, DNB
137	Govt	Ministry of Health	Sonam Pelzom	Female	Engineer
138	Govt	Ministry of Health	Sonam Wangchuk	Male	Deputy Chief Programme Officer
139	Govt	Ministry of Health	Karma Wangdi	Male	Deputy Chief

140	Govt	Ministry of Health	Mongal Singh Gurung	Male	Research Officer
141	Govt	Ministry of Health	Tandin Dendup	Male	Planning Officer
142	Govt	Ministry of Labour & Human Resources	Tshering Lhamo	Female	Sr. Program Officer
143	Autonomous	National Assembly of Bhutan	Hon. Drungtsho Karma Wangchuk	Male	Chairperson
144	Autonomous	National Assembly of Bhutan	Hon. Yeshey Dem	Female	VC
145	Govt	National Commission for Women and Children (NCWC)	Dr. Sonam Chuki	Female	Program Analyst
146	Govt	National Commission for Women and Children (NCWC)	Kinley Dorji	Male	Program Officer
147	Govt	National Commission for Women and Children (NCWC)	Tshewang Lhamo	Female	Program Officer
148	Govt	National Statistical Bureau	Tashi Dorjee	Male	Chief Statistical Officer
149	CSO	Nazhoen Lamtoen	Mr. Ugyen Wangchuk	Male	Focal
150	CSO	Nazhoen Lamtoen	Ms. Tshering Lhaden	Female	Accountant
151	Intl. Dev Partner	Oxford Poverty & Human Development Initiative (OPHI)	Dr. Sabina Alkire	Female	Professor
152	Academia	Paro College of Education	Dr. Dorji Thinley	Male	President
153	Academia	Paro College of Education	Karma Chimi Wangchuk	Male	Lecturer, Lecturer/Project Manager
154	Academia	Paro College of Education	Karma Jigyel	Male	Lecturer, Programme Leader
155	CSO	Phensem Parents Support Group	Karma Sonam Dorji	Female	Executive Director
156	CSO	Respect, Educate, Nurture and Empower Women (RENEW)	Kesang Dolkar	Female	Sr. Counsellor
157	CSO	Respect, Educate, Nurture and Empower Women (RENEW)	Dr. Meenakshi Rai	Female	Director
158	Academia	Samtse College of Education, Royal University of Bhutan	Ganeshman Gurung	Male	Lecturer
159	Academia	Samtse College of Education, Royal University of Bhutan	Rinchen Dorji	Male	President
160	Intl. Dev Partner	Save the Children	Karma Dyenka	Female	Education Program Manager
161	Intl. Dev Partner	Save the Children	Yangchen Thinley	Female	CP Manager
162	CSO	Tarayana	Sonam Pem	Female	Director of Programs
163	CSO	Tarayana	Palden Ongmo	Female	Jr. Program Officer
164	UN Agency	UNDP	Tshering Wangmo	Female	Head of Accelerator Lab
165	UN Agency	UNFPA	Jigme Choden	Female	Program Officer
166	UNICEF BCO	UNICEF Bhutan	Anshu Kumar	Male	Cold Chain Specialist Health, Nutrition, & WASH
167	Intl. Dev Partner	WHO	Sonam Wangdi	Male	Programme Officer, Immunization Focal Point

Annex E: Key informant interview guides¹

This Annex is a collection of all Key Informant Guides utilized for data collection. A set of guide questions was developed for each thematic area following the key evaluation questions. For each programme, separate guides were developed for the different types of stakeholders such as UNICEF BCO Staff, government partners, and CSOs/NGOs and other non-state actors. Separate, more focused and contextualized interview guides were also developed for UNICEF Country Representatives, UNICEF ROSA Advisors, and representatives of multilateral development agencies.

The key informant interview guides are arranged in the following order:

1. Child Protection Programme – UNICEF staff, Government partners, and CSOs/NGOs
2. ADAP Programme - UNICEF staff and CSOs/NGOs
3. Health Programme - UNICEF staff, Government partners, and CSOs/NGOs
4. Nutrition Programme - UNICEF staff, Government partners, and CSOs/NGOs
5. WASH Programme - UNICEF staff, Government partners, and CSOs/NGOs
6. Education Programme - UNICEF staff, Government partners, and CSOs/NGOs
7. Social Policy Programme - UNICEF staff, Government partners, and CSOs/NGOs
8. Monastic Institutions / Monastic Body
9. Multilateral Development Agencies
10. Programme and Operational Effectiveness
11. UNICEF BCO Representative
12. UNICEF ROSA Advisors

1. Child Protection

1.1 Interview guide for UNICEF programme staff

GUIDE FOR SEMI-STRUCTURED KEY INFORMANT INTERVIEW

Introductory questions

1. What is your name, position, and how long you have been working with UNICEF?
2. How long you have been associated with the Child Protection Programme?
3. Please describe your role, specifically in the Child Protection Programme.

Relevance

1. What are the key child protection issues (CP) in Bhutan? (R1) (Probe: Programme documents identify birth registration, child marriages, child labour, child labour, suspected internal and external trafficking, harmful practices in relation to children with disabilities, education/illiteracy, discrimination against girls, children with disabilities and children of single parents.)
2. How were the needs related to Child Protection identified and prioritized? To what extent were the needs of children, adolescents, and young people, including girls, taken on board at the planning stages? And how? (R2)
3. Which of these needs/issues were prioritized for action by UNICEF's CP programme? To what extent has the programme addressed the needs of marginalized groups? (R1) (Probe: Documents show the following issues were prioritized or focused on: (1) violence against children; (2) lack of a family environment for children who live in boarding schools and monastic institutions; (3) child marriage; (4) child labour; (5) children in conflict with law; (6) substance use among children; and (7) mental health issues, including increasing rates of child and adolescent suicide in the country.)
4. How are national priorities reflected in the UNICEF Child Protection programme? To what extent are these programmes aligned with national and international/global targets? (R2) (Probe: How successful were the UNICEF programmes in meeting national priorities and in contextualizing global priorities for local needs?)
5. What contextual factors (social, economic, cultural, etc.) were taken into consideration in the design and implementation of BCO's Child Protection Programmes and services? (R2)
6. What are the key interventions of the Programme?
 - 6.1. Probe: How were the implemented programme interventions different from what was envisaged initially?)
 - 6.2. Were any modifications made to the documented theory of change to reflect the changes on the ground?
7. To what extent were the assumptions of the theory of change as noted in the PSN proved correct? (R1) (Probe: Has child protection become a priority area for the government? Did this translate into increasing investment by the government in CP? Has the environment become more open to discussion of sensitive

¹ In conducting the interviews, the CPE team has a copy of the main interventions of each of the programmes to guide probing questions with stakeholders who may not be very familiar about UNICEF's specific interventions, outputs and outcomes.

- CP issues? It is assumed that opening of discussion will lead to more diversified partnership opportunities at different levels – is there more open discussion now about sensitive issues? Did it open new partnership opportunities? How did UNICEF benefit from these opportunities? How realistic were these assumptions? Which assumptions were proven wrong and why? How did these affect the programme?)
8. What critical interventions or result areas have been missing or received little attention in the country programming considering national priorities and UNICEF’s mandate and comparative advantage? (R1) (Probe: If you were to design the Child Protection Programme again, what would you do differently?)
 9. To what extent UNICEF was able to move away from vertical programming to integrated programming? (R5)
 10. To what extent is climate change considered in the programme? What, if any, specific interventions were implemented related to this and with what success?
 11. What important changes occurred in the context during the implementation of Country Programme (2019 – 2023)? (R3)
 12. How was UNICEF’s work related to Child Protection affected by changes in the context, more specifically by COVID-19? How did the programme respond to these changes and with what success? (R3) (Probe: What was the role of UNICEF in developing GBV COVID-19 response plan and mapping of mental health issues, online campaign to address mental health, supported the mental health and psychosocial support (MHPSS) desk created under the Education Emergency Operations Centre, developing guidance notes for parents and training manual on PSS for frontline workers and counsellors? What other COVID-specific interventions were undertaken?)
 13. What did UNICEF Child Protection programme do to leverage resources to promote Child Protection? (R4) (Probe: Did COVID-19 provide an opportunity for UNICEF to mobilize additional resources for child protection?)

Effectiveness

1. What difference and/or contribution has UNICEF made to system building in the country? What was done to strengthen child protection system? (E1)
 - 1.1. Which other actors played a role in system building in Bhutan?
 - 1.2. What important challenges were faced during the implementation of the programme? How were these challenges addressed?
2. How successful as the CP programme in reaching most disadvantaged sections of communities? (E2)
 - 2.1. What could be done better to reach the most marginalised communities in relation to the CP Programme?
 - 2.2. Are there any emerging good practice in terms of reaching the most advantaged sections of the Bhutan communities? What are these?
3. What short-term/intermediate results were delivered as a result of child protection interventions? (E3)
 - 3.1. Which short-term/intermediate results were not achieved and why?
 - 3.2. Which strategies worked? Which did not? Why?
 - 3.3. To what extent have government and partners increased their ability to strengthen inclusive and evidence-based policy making, legislation, and programming for child protection (Output 3.1)?
 - 3.4. To what extent have the social service workforce and the justice sector increased capacity to provide quality and inclusive child protection and justice services? (Output 3.2)
 - 3.5. To what extent have children, adolescents, caregivers, communities, and service providers increased their capacity to prevent, recognize, and respond to violence against children (Output 3.3)?
4. At the beginning of the Country Programme certain risks were identified. Which risks were realized and which of these risks were not realised? How were these risks managed? (E3)
5. What are the major influencing factors that either facilitated or hindered the achievements of results in child protection? External factors as well as internal factors? (Probe: How did UNICEF respond to constraining factors? Which factors were outside the control of UNICEF?) (E4)
6. Were there positive/negative unintended outcomes? Could they have been foreseen and managed? (Probe: Could these have been foreseen and managed? How could these be managed better?) (E5)
7. What major changes have occurred in political and economic contexts since the beginning of the Bhutan Country Programme in 2019? What changes/adjustments to the Child Protection Programme or its implementation modalities were made because of the changes in contexts? (E6)
8. How did COVID affect the programme delivery and how did UNICEF CP programme respond to it? What CP related reprogramming had to be done? (Probe: How effective were COVID-19 response interventions?) (E6)
9. What CP interventions were implemented in monastic institutions? (E7)
 - 9.1. How were monastic institutions selected? How were CP-related needs in monastic institutions identified?
 - 9.2. How effective were SOPS on child protection for monastic institutions and nunneries? What were the outcomes of implementation of SOPS and appointment of child protection focal points?
 - 9.3. What do you consider are the good practices of CP programme in monastic institutions? How can these emerging good practices in monastic institutions be replicated/scaled up/institutionalized across monastic institutions?
10. To what extent have children’s rights to protection been realized over the last five years? (E2)
11. How efficient was the country programme delivery in terms of financial resources? (E8) (Ask financial records related to: (1) source of funds: target vs actual; (2) utilisation of funds: target vs actual.)
12. How efficient was the country programme delivery in terms of human resources? (E8) (Ask for updated copy of organizational structure and staff per unit and budget per programme.)

13. How could Bhutan Country Programme improve its efficiency in the next country programme? (E8)

Sustainability

1. To what extent have UNICEF interventions contributed to strengthening Child Protection systems? (Probe: What laws plans, and SOPs related to Child Protection were strengthened? (ST1)
2. What strategies or mechanisms for sustainability were implemented or embedded in the Child Protection Programme? (ST1)
3. How are upstream activities, capacity building of social service force and increased awareness at community level contributing to sustainability? (Probe: How are capacity building of social service work force and caregivers, parents and children contributing to sustainability of results?) (ST1)
4. What are the positive changes and effects of UNICEF Child Protection programme at the national and district levels? (Probe: To what extent are child protection programme results sustainable at the national and district levels without programme interventions? (ST2)
5. Does the Child Protection Programme include any elements of integration with other programmes? If yes, how is this contributing to sustainability of results? (ST3)
6. What, if any, emergency interventions related to Child Protection were undertaken during the current country programme? How about any measures taken in the context of COVID-19? (ST4)
 - 6.1. What measures were taken to link humanitarian action with development?
 - 6.2. What was the result of strategies adapted for linking humanitarian actions with development?
7. In what ways, if any, did UNICEF influence budget allocation by the government to address Child Protection issues? (ST5)
 - 7.1. What role, if any, did UNICEF play in helping to protect pattern of public financing to support Child Protection? What strategies were implemented?
 - 7.2. What were the advocacy and support mechanisms provided by UNICEF in relation to resource allocation in Child Protection? How effective were these in ensuring/ promoting resource allocation for children? (ST6)

Gender and equity

1. What strategies were put in place to ensure that the CP interventions carry and promote principles of equity, disability, social inclusion, and gender responsiveness? (ST3)
2. What strategies or mechanism have been put in place to ensure sustainability of results, especially results related to equity and gender? Probe (Are there any results achieved by the programme that specifically address concerns related to gender and equity?(ST3)

Strategic positioning

1. How does UNICEF differentiate itself from other international development organisations operating in Bhutan? From other UN agencies? (SP1)
 - 1.1. What are its comparative advantages? What unique benefits does UNICEF offer that others cannot match? (Probe: To what extent is UNICEF the leading partner of the government and CSOs for strengthening Child Protection system?)
 - 1.2. In what ways is UNICEF a strategic partner?
2. What are the potential opportunities for UNICEF in Bhutan, in general, and child protection in particular? (SP2)
 - 2.1. What are the potential risks or threats?
 - 2.2. What are the key strengths of UNICEF?
 - 2.3. What are key areas of improvement for UNICEF Bhutan as an organisation?
 - 2.4. What can/should UNICEF do to benefit from the opportunities or to overcome weaknesses to deliver on its promise?
3. What opportunities are there for UNICEF to strengthen its role in developing social protection schemes beyond His Majesty's Kidu? (Probe: Going forward how can UNICEF better influence public financing in Bhutan to direct greater resources for the most vulnerable? (SP3)
4. What are the emerging priorities and plans of the Bhutan government related to child protection, considering the changing contexts? (SP4)
 - 4.1. What should UNICEF do to better position itself in the context of changing government priorities in the area of child protection?
 - 4.2. In what ways can climate action be further integrated in child protection programming?
5. What role, if any, did UNICEF play as a coordinating agency with respect to Child Protection and with what success? (SP5)
 - 5.1. What challenges are there with respect to UNICEF's coordinating role? How can it better address these challenges?
 - 5.2. How can UNICEF further strengthen its role and performance with respect to its coordinating role?

Lessons learned and recommendations

1. What do you consider are the key lessons learned in Child Protection Programme in the last 4 to 5 years?
2. Do you have any other recommendations to improve the programme?

Final point

Is there anything else you want to add?

Closing

- Check for remaining questions.
- Thank the respondent/s.

1.2 Interview guide for non-state actors (CSOs, NGOs, academia, etc.)

GUIDE FOR SEMI-STRUCTURED KEY INFORMANT INTERVIEW

Introductory questions

1. Please tell us about your position, role, and the organisation you represent (in case of government officials, at national/district level?)
2. Please explain how long you have been associated with UNICEF and the level of engagement? What is the history of your organisation's/department's engagement with UNICEF Bhutan Country Office (CO)?
3. In which projects have you participated in collaboration with UNICEF Bhutan CO?
4. How was it decided to focus on current areas of engagement, if any, with UNICEF?

Relevance

1. What are the key child protection issues (CP) in Bhutan? (R1)
2. Based on your knowledge, what key CP issues were prioritised by UNICEF? How were needs related to CP identified and prioritized? (R2)
 - 2.1. Were you or your agency/organisation consulted by UNICEF to understand the CP related needs? (Probe: Do you know of any other agencies or individuals which might have been consulted by UNICEF?)
 - 2.2. To what extent were the needs of children, adolescents, and young people taken on board at the planning stages? How were their needs identified? Are you aware of any consultations done with children and adolescents?
3. Do you think the prioritized issues are the most relevant? Why or why not? (UNICEF had prioritized (1) violence against children; (2) lack of a family environment for children who live in boarding schools and monastic institutions; (3) child marriage; (4) child labour; (5) children in conflict with law; (6) substance use among children; and (7) mental health issues, including increasing rates of child and adolescent suicide in the country.)
 - 3.1. To what extent has the programme addressed the needs of marginalized groups?
 - 3.2. Do child protection related needs differ among different regions/districts or different population groups How were those differentiated needs addressed?
4. What key interventions of UNICEF's child protection programme are you aware of or involved in? (R1)
 - 4.1. Per the programme design, one set of intervention is related to policy, legislation and planning that includes supporting the government to develop a national child policy and child wellbeing policy and developing SOPs related to child protection. How important are such interventions? What do you know about these interventions of UNICEF? Have you/your organization been involved in this? What else could UNICEF have done in this arena?
 - 4.2. The other set of interventions include increasing knowledge and skills of the social service work force on identifying, preventing and responding to VAC and on the legal framework. Who constitute the social service work force? How important is this initiative? Did you or your organization have a part in delivering this? Do you think these interventions are appropriate to address child protection needs?
 - 4.3. What do you know about UNICEF's outreach activities related to CP? Probe: One intervention was Bhutan's first public communication campaign to end violence against children implemented by UNICEF and its partners. Are you aware about the campaign and how it worked? Did you or your organization have a role in the campaign? What other outreach activities of UNICEF are you aware of, and what is your assessment of the relevance of these activities? What strategies work best to inform and educate communities about issues on child protection and ways to address them?
 - 4.4. In your view, how successful were the UNICEF programmes in addressing national priorities and contextualizing global priorities to address local needs?
5. What important changes occurred in the context during the implementation of Country Programme (2019-2023)? (R3)
6. In your view, how was UNICEF's work related to Child Protection affected by changes in the context, more specifically by COVID-19? (R3)
 - 6.1. What changes/adjustments in the programme design and key strategies were you aware of? What emerging needs had to be addressed?
 - 6.2. How did UNICEF respond to these changes and with what success?
7. In your view, what critical interventions for child protection have been missed or given little attention by UNICEF's CP programme? What are possible reasons for this? Will these missed interventions remain relevant for future programming? (R5)

Effectiveness

1. What important changes have occurred in the Child Protection systems in Bhutan over the past four years or since 2018? (E1)
 - 1.1. What policies, plans, and systems/processes related to CP were developed?
 - 1.2. Who were responsible for bringing about these changes? What do you know about the role of UNICEF with respect to these changes?
 - 1.3. What other initiatives were implemented and/or supported by UNICEF that contribute to child protection system strengthening? What were the achievements in this area?
 - 1.4. What is your sense of the challenges for programmes like CP in Bhutan?
 - 1.5. Do you know how UNICEF addressed these challenges?
2. What short-term/intermediate results were delivered as a result of UNICEF's CP interventions? (E3)
 - 2.1. Do you know to what extent UNICEF has contributed to strengthen "Government and partners' capacities to develop inclusive and evidence-based policies making, laws, and programmes for child protection (Output 3.1)"?
 - 2.2. What do you know about UNICEF's contribution to increase capacity of "Social Service Workforce and the justice sector to provide quality and inclusive child protection and justice services (Output 3.2)"?
 - 2.3. What do you know about UNICEF's contribution to increased capacity of "children, adolescents, caregivers, communities, and service providers to prevent, recognize, and respond to violence against children (Output 3.3)"?
3. In your view, what are the major influencing factors – external and/or internal that facilitated the achievement of results? (E4)
 - 3.1. What constraining factors can you identify for UNICEF CP programme or for CP programmes in general?
 - 3.2. In your view, how did these affect the child protection programme or can affect CP programmes in general?
4. Were there any positive and negative unintended outcomes related to UNICEF's work in Child Protection, especially given that CP is considered a sensitive subject? (E5)
 - 4.1. Could these have been foreseen and managed? How could these be managed better?
5. How did the COVID-19 pandemic affect UNICEF's programme delivery and how did UNICEF CP programme respond to it? What CP related reprogramming had to be done? (E6)
 - 5.1. What UNICEF-supported COVID-19 response activities are you aware of?
 - 5.2. How effective were CP-related COVID-19 response activities?
6. Are you aware of any UNICEF interventions/support provided to monastic institutions and nunneries? If yes, can you share more information about the success (or not) of its implementation? (E7)
 - 6.1. Probe: How effective were SOPs on child protection for monastic institutions and nunneries? How effective was appointment of Child Protection Focal Points?
 - 6.2. What were the outcomes of implementation of SOPs and appointment of child protection focal points?
 - 6.3. What, if any, strategies, interventions, or activities being implemented by the CP programme in monastic institutions can be considered as good practice/s? How can these good practices in monastic institutions be replicated or scaled up/institutionalized across monastic institutions?
7. To what extent have children and adolescent rights to protection been realized over the last five years? Can you site specific examples? (E2)
8. Do you think UNICEF has the technical and financial capacity to implement CP interventions efficiently? (Probe: Are there any areas where you think UNICEF can improve on to carry out its work more efficiently? What are these?) (E8)

Sustainability

1. What strategies or mechanisms for sustainability were implemented or embedded in the child protection programme? (ST1)
 - 1.1. To what extent have UNICEF interventions contributed to strengthening child protection systems?
 - 1.2. How have upstream activities, capacity building of social service workforce and increased awareness at community level contributed to sustainability?
 - 1.3. What laws, plans, and SOPs related to child protection have UNICEF supported to help strengthen child protection?
 - 1.4. How are capacity building of social service workforce and caregivers, parents and children contributing to sustainability of results?
2. What are the positive changes and effects of UNICEF Child Protection programme at the national and district levels? (Probe: To what extent are child protection programme results sustainable at the national and district levels without programme interventions?) (ST2)
3. Which results or achievements of the child protection programme are likely to be sustainable? Why do you think so? (ST3)
4. Are you aware of any integration between the child protection programme and other UNICEF programmes? If yes, how is this contributing to sustainability of results? (ST3)
5. How sustainable are results of COVID-response related to child protection? (ST4)
 - 5.1. What measures were taken to integrate humanitarian action for CP with and mainstream CP programme activities?
 - 5.2. What was the result of strategies adapted for linking humanitarian actions with development?

6. In what ways, if any, did UNICEF influence budget allocation by the government to address Child Protection issues? (ST5)
 - 6.1. How has government allocation been for child protection? Has it increased, sustained, or decreased in the recent years?
 - 6.2. What role, if any, did UNICEF play in helping to protect pattern of public financing to support Child Protection? What strategies were implemented?
 - 6.3. What strategies did UNICEF adopt to achieve either increased allocation or sustained allocation? What was the role of advocacy? How effective were these in ensuring/promoting resource allocation? (ST6)

Gender and equity

1. What strategies were put in place to ensure that the CP interventions carry and promote principles of equity, disability, social inclusion, and gender responsiveness? (ST3)
2. What strategies or mechanism have been put in place to ensure sustainability of results, especially results related to equity and gender? (ST3)
 - 2.1. Are there any results achieved by the programme that specifically address concerns related to gender and equity?
 - 2.2. How does policy work, strengthening of social service workforce and awareness raising interventions address gender and equity concerns?

Strategic positioning

1. How would you differentiate UNICEF from other international development organisations operating in Bhutan? From other UN agencies? (SP1)
 - 1.1. What are its comparative advantages? What unique benefits does UNICEF offer that others cannot match? (Probe: To what extent is UNICEF the leading partner of the government and CSOs for strengthening Child Protection system?)
 - 1.2. In what ways is UNICEF a strategic partner? To what extent has UNICEF worked in collaboration with other partners in the country to benefit children and most vulnerera
2. What opportunities are there for UNICEF to strengthen its role in developing social protection schemes beyond His Majesty's Kidu? (SP3)
 - 2.1. How has UNICEF influenced public financing in Bhutan to direct greater resources for the most vulnerable?
3. What are the continuing and emerging priorities and plans of the Bhutan government related to child protection? (SP4)
 - 3.1. What should UNICEF do to better position itself in the context of new government priorities in the area of child protection?
 - 3.2. In what ways can climate action be further integrated in child protection programming? Is this an area of interest/priority within your agency?
4. What role, if any, did UNICEF play as a coordinating agency with respect to child protection, and with what success? (SP5)
 - 4.1. What opportunities are there with respect to UNICEF's coordinating role? How can it benefit from the existing opportunities?
 - 4.2. What challenges are there with respect to UNICEF's coordinating role? How can it better address these challenges?
 - 4.3. How can UNICEF further strengthen its role and performance with respect to its coordinating role?

Lessons learned and recommendations

1. What do you consider are the key lessons learned in Child Protection Programme in the last 4 to 5 years?
2. Do you have any other recommendations to improve the programme?

Final point

Is there anything else you want to add?

Closing

- Check for remaining questions.
- Thank the respondent/s.

2. Adolescent Development and Participation (ADAP)

2.1 Interview guide for UNICEF programme staff

GUIDE FOR SEMI-STRUCTURED KEY INFORMANT INTERVIEW

Introductory questions

1. What is your position, and how long you have been working with UNICEF?
2. How long you have been associated with the Adolescent Development and Participation (ADAP) programme?
3. Please describe your role, specifically in the ADAP programme.

Relevance

1. What are the key issues facing adolescents in Bhutan? (R1)
 - 1.1. Probe: Some of issues identified in connection with child protection are also relevant for adolescents i.e. (1) violence against children; (2) lack of a family environment for those who live in boarding schools and monastic institutions; (3) child marriage; (4) child labour; (5) children in conflict with law; (6) substance use among children; and (7) mental health issues, including increasing rates of child and adolescent suicide in the country. In your view, what are the more important issues of adolescents?
 - 1.2. Probe: Based on the types of issues ADAP programme addresses, it seems that UNICEF understands the issues of youth to be limited opportunities for skills enhancement (technical and soft skills), limited linkages with market, lack of networking skills and opportunities for networking, lack of entrepreneurial mindset, limited spaces for youth to make their voices heard, and limited opportunities for volunteering to help youth develop their leadership skills. How were the issues prioritized? Were other processes used for prioritization? How do these link with issues such as child marriage, child labour, substance abuse, mental health issues, and suicide rates? (R1)
2. In the design stage of the programme, certain assumptions were identified. How realistic were these assumptions? Which assumptions were proven right, and which assumptions were proven wrong and why? How did it affect the programme? (R1)
 - 2.1. Probe: Assumptions in the TOC include (1) child protection is a priority of the government with increasing investments; (2) diverse partnerships and national and sub-national levels; (3) openness to discuss CP issues, leading to change in social norms; (4) cross-sector commitment (health, education)
3. What was done to enhance skills of adolescents who are already studying and those who are out of school? Which skills were they trained in? (digital skills, networking, communication, etc.)? How relevant were these skills? (R1)
4. How were the implemented programme interventions different from what was envisaged initially? Were there any modifications made to the documented theory of change to reflect the changes on the ground? What were these changes and why? (R1)
5. To what extent were the needs of adolescents, and young people taken on board at the planning stages? And how? (R2)
6. To what extent has the programme addressed the needs of adolescents representing marginalized groups? Probe: Did the needs of adolescents and young people differ among different regions/districts or different population groups? How were those differentiated needs addressed? Report does make reference to differing needs of those who are studying and those who are out of school, but differing needs based on other dimensions are not mentioned.) (R2)
7. What contextual factors (social, economic, cultural, etc.) were taken into consideration in the design and implementation of ADAP programme? (R2)
8. To what extent is the ADAP programme aligned with national and international/global targets? (Probe: How are national priorities related to adolescent and youth development reflected in the ADAP interventions? (R2)
9. How successful were the UNICEF programmes in meeting national priorities and in contextualizing global priorities for local needs? (R2)
10. What ADAP-related needs and priorities have remained unaddressed? (Probe: What are possible reasons for this? What could have UNICEF done differently or done better?) (R2)
11. To what extent is climate action considered in the programme? What, if any, are specific interventions implemented related to climate action and with what success? (R2)
12. What important changes occurred in the country context during the implementation of the Country Programme, particularly in view of the COVID-19 pandemic, successive emergencies, and the tighter fiscal space? How did UNICEF respond to the changes in context? How effective were COVID-19 response interventions? (R3/E6)
13. What did UNICEF's ADAP programme (on its own and in concert with other programmes of UNICEF or other organizations) do to leverage resources to address issues of adolescents (girls and boys) and promote their participation? (R4)
 - 13.1. Probe: What was the result of these efforts? Is there evidence to show contribution of UNICEF? Which other players contributed to this? How could these be improved in the future?
 - 13.2. Probe: Did COVID-19 provide an opportunity for UNICEF to mobilize additional resources for ADAP?
14. What critical interventions for adolescents have been missed or given little attention by UNICEF's ADAP programme? (R5)

15. Probe: What are possible reasons for this?
16. Probe: Will these missed interventions remain relevant for future programming?)

Effectiveness

1. What important changes have occurred in the systems related to adolescent and youth development in Bhutan over the past four years or since 2019? (E1)
2. What role did UNICEF play in bringing about these changes? Which actors other than UNICEF had a role in bringing about these changes? (E1) Probe: What was the role of UNICEF in developing the National Child Policy and National Youth Policy? (E1)
3. Do other actors recognize UNICEF's contribution? Probe: Is there any evidence of other actors recognizing the contribution of UNICEF? (E1)
4. What challenges were faced in the ADAP programme? How did you address those challenges?
 - 4.1. Probe: Were there any challenges experienced related to the following and how did UNICEF respond to such challenges? (Limited institutional and financial support, limited awareness, inadequate human and financial resources for the implementation of legislation, absence of a dedicated agency, some segments of the population are hard-to-reach, absence of professional service providers in youth centres, lack of real-time data on the indicators in results framework, delays in implementation of planned activities due to COVID-19? (E1)
5. Which short-term/intermediate results were delivered? (E3)
6. Which short-term/intermediate results were not achieved and why? (E3)
7. Which strategies worked? Which did not? Why? (Probe: The relevant indicator for ADAP is outcome indicator under social policy i.e., "number of adolescent girls and boys who participate in or lead civic engagement initiatives." RAM report shows that the baseline for this indicator is 100 and target is 750. What do these figures suggest? How was the baseline number identified? [Does it mean that at the beginning of the programme, only 100 girls and boys have participated or led civic engagement initiatives, or does it mean that these many have participated in UNICEF-supported initiatives so far? Intuitively, the earlier statement cannot be true, but if the latter is correct, then the indicator may need rephrasing.] (E3)
8. Do the indicators for outputs comprehensively capture the actual outputs/results? (Probe: Based on available reports, it seems that none of the outputs or output indicators directly address participation of adolescents and youth. One indicator, "Communication platforms or networks supported by UNICEF meet quality standards for children and adolescent engagement and participation across development priorities (63726)", third additional indicator under output 4.1 indirectly addresses it.) (E3)
9. Which short-term/intermediate results associated with ADAP, but not necessarily captured by RAM/indicators, were delivered? (E3)
10. At the beginning of the Country Programme, certain risks were identified. Which of these risks were applicable to ADAP? Which relevant risks were realised and which of these risks were not realised? How were these risks managed? (Probe: risks such as political situation after the election, limited availability of external and other sources, negative impacts of climate change and natural disasters, and chance of child protection going under the radar after the election) (E3)
11. What are the major influencing factors (both internal and external) that either facilitated or hindered the achievements of results in ADAP? Please discuss these for result areas related to ADAP. (E3)
12. What are the major constraining factors, external or internal, that hindered the achievement of results? How were these addressed? (Probe: COVID-19, inconsistencies in legislation and limited capacity of personnel for implementation of legislation and policies) (E3)
13. Were there any positive and negative unintended outcomes related to ADAP interventions? (Probe: Could these have been foreseen and managed? How could these be managed better? (E3)
14. What, if any, ADAP interventions were implemented in monastic institutions? How effective were those interventions? (E7)
 - 14.1. Probe: Were students of monastic institutions engaged in volunteering opportunities, networking fora, digital platforms?
 - 14.2. Probe: How are SOPs on child protection for monastic institutions and nunneries linked to ADAP?
15. How efficient was the country programme delivery in terms of financial resources? (Probe: Were there any budget overruns? Ask financial records related to: (1) source of funds: target vs actual; (2) utilisation of funds: target vs actual) (E8)
16. How efficient was the country programme delivery in terms of human resources? (Ask for updated copy of organizational structure and staff per unit and budget per programme) (E8)
17. Are there any areas where you think UNICEF can improve on to carry out its work more efficiently? What are these? (E8)

Sustainability (not a focus criterion for ADAP)

1. To what extent have UNICEF's ADAP interventions contributed to strengthening systems that support ADAP? (ST1)
2. Which results or achievements of the ADAP programme are likely to be sustainable? Why do you think so? (ST1)
3. Does the ADAP programme include any elements of integration with other programmes? How does integration contribute to the sustainability of results? (ST1)
4. How sustainable were emergency interventions (such as engaging volunteers to promote awareness about COVID-19, awareness about mental health issues during the pandemic, and supporting social entrepreneurship projects for COVID response)? (ST4)

5. What, if any role, did UNICEF play in influencing allocation of resources to promote or support ADAP?
6. Probe: What were the advocacy and support mechanisms provided by UNICEF? (ST5)
7. Probe: How effective were these in ensuring/promoting resource allocation for ADAP? (ST6)

Gender and equity

1. What strategies were put in place to ensure that the ADAP interventions carry and promote principles of equity, disability, social inclusion, and gender responsiveness? (ST3)
2. What strategies or mechanism have been put in place to ensure sustainability of results, especially results related to equity and gender? (ST3)

Strategic positioning

1. What are UNICEF's comparative advantages? (SP1)
2. Probe: To what extent is UNICEF the leading partner of the government and CSOs for ADAP?)
3. Probe: How is UNICEF different from other UN organisations? How does it perform its core activities differently relative to other organisations and other UN agencies? How does this apply to ADAP?
4. In what ways is it a strategic partner? (Probe: To what extent has UNICEF worked in collaboration with other partners in the country to benefit children and adolescents?) (SP1)
5. What are the potential opportunities for UNICEF in Bhutan, in general, and for ADAP programming in particular? (SP2)
6. What are the potential risks or threats? Which of these risks also remain valid for ADAP interventions? (SP2)
7. What are the key strengths of UNICEF? How are these strengths in relation to ADAP interventions? (SP2)
8. What are key areas of improvement for UNICEF Bhutan as an organisation? How about areas of improvement with respect to ADAP? (SP2)
9. What can/should UNICEF do to benefit from the opportunities or to overcome weaknesses to deliver on its promise? (SP2)
10. What role should UNICEF play in the future in the ADAP sector? (SP2)
11. What opportunities are there for UNICEF to strengthen its role in developing social protection schemes beyond His Majesty's Kidu, in relation to adolescents? (SP3)
12. Going forward how can UNICEF better influence public financing in Bhutan to direct greater resources for the most vulnerable? (SP3)
13. How has the overall context in Bhutan changed? How about more specific context for ADAP, how has it changed? (SP4)
14. What should UNICEF do to better position itself in the context of new government priorities in ADAP? (SP4)
15. In what ways can climate action be further integrated in ADAP programming? Are there plans within the programme to integrate climate action approach/initiatives? In what ways can climate action be further integrated in ADAP programming? (SP4)
16. What role, if any, did UNICEF play as a coordinating agency with respect to ADAP, and with what success? (SP5)
 - 16.1. Probe: What opportunities are there with respect to UNICEF's coordinating role? How can it benefit from the existing opportunities?
 - 16.2. Probe: What challenges are there with respect to UNICEF's coordinating role? How can it better address these challenges?
17. How can UNICEF further strengthen its role and performance with respect to its coordinating role? (SP5)

Lessons learned and recommendations

1. What do you consider are the key lessons learned in ADAP Programmes in the last 4 to 5 years?
2. Do you have any other recommendations to improve the programme?

Final point

Is there anything else you want to add?

Closing

- Check for remaining questions.
- Thank the respondent/s.

2.2 Interview guide for non-state actors (CSOs, NGOs, academia, etc.)

GUIDE FOR SEMI-STRUCTURED KEY INFORMANT INTERVIEW

Introductory questions

1. Please tell us your role, and the organisation you represent.
2. Can you tell us a brief history of your organisation in Bhutan? What have been your organisation's key focus areas and key interventions in Bhutan?
3. What are the programmatic interventions that UNICEF and your organization partner on? (Interviewer to probe: specific intervention, timeframe of partnership, geographic scope, type of support provided; Check which UNICEF ADAP outputs the organisation is contributing to – refer to the table above)
4. How was it decided to focus on current areas of engagement, if any, with UNICEF?

Relevance

1. What do you think are the key issues facing adolescents in Bhutan? What issues affecting adolescents are the most important/crucial to address? (R1) Probe (if needed): Some of the issues UNICEF has identified in connection with child protection are: (1) violence against children; (2) lack of a family environment for those who live in boarding schools and monastic institutions; (3) child marriage; (4) child labour; (5) children in conflict with law; (6) substance use among children; and (7) mental health issues, including increasing rates of child and adolescent suicide in the country.
2. Based on what you know of UNICEF's processes, to what extent were the needs of adolescents, and young people taken on board at the planning stages of the current UNICEF country programme (2019-2023)? How were their needs identified? Were you involved or consulted in the planning process for the ADAP programme? Are you aware of any consultations done with children and adolescents? (R2)
3. What do you know about the UNICEF ADAP interventions? (R1)
4. In the ADAP intervention/s you are involved in, do you think the interventions are appropriate to address adolescents' needs? In your opinion, to what extent are the interventions adequate to address the needs of adolescents especially the most marginalised in Bhutan? (R1)
5. In your view, what ADAP needs/priorities have remained unaddressed? What else could UNICEF have done in these areas? (R2)
6. In your view, how was UNICEF's work related to ADAP (including the work you are a partner of) affected by changes in the country context, more specifically by COVID-19? How did UNICEF and your organization respond to the changes in context? How effective were COVID-19 response interventions? (R3/E6)
7. In the ADAP intervention that you are involved in, to what extent is climate change considered in the programme? What, if any, specific interventions were implemented to address climate action, and with what success? (R3/E6)
8. Do you know if UNICEF (on its own and in concert with other organizations) leveraged any resources to address issues of adolescents (girls and boys) and promote their development and participation? Please describe how this was done. (Probe: Did COVID provide an opportunity for leveraging more resources?) (R4)
9. What could UNICEF do better in the future to leverage resources to support ADAP interventions? (R4)
10. Based on what you know about UNICEF's mandate and strengths, are UNICEF's ADAP interventions within its areas of strength/capacity? Are there areas where UNICEF could have done better? Please describe. (R2)
11. In your view, what critical interventions for adolescents have been missed or given little attention by UNICEF's ADAP programme? (Probe: What are possible reasons for this? Will these missed interventions remain relevant for future programming?) (R5)

Effectiveness

1. What important changes have occurred in the systems related to ADAP in Bhutan over the past four years or since 2019 (for example, policy development, capacity building, financing)? (E1)
2. What role did UNICEF play in bringing about these changes? Which actors other than UNICEF had a role in bringing about these changes? (E1)
3. What challenges were faced? Do you know how UNICEF addressed these challenges? (E1)
4. In the intervention/s you are involved in, which short-term/intermediate results were delivered? (Probe: engagement of adolescents in communication platforms or networks supported by UNICEF in relation to ADAP interventions, civic engagements, training on personal empowerment, active citizenship, civic engagement, digital skills, and employability and COVID response)
5. One outcome indicator for UNICEF's ADAP interventions is "number of adolescent girls and boys who participate in or lead civic engagement initiatives". To what extent do you think the results delivered contribute to the programme outcome? (E3)
6. Which short-term/intermediate results were not achieved and why? (E3)
7. At the beginning of the Country Programme certain risks were identified, such as political situation after the election, limited availability of external and other sources, negative impacts of climate change and natural disasters, chance of child protection going under the radar after the selection. Which of these risks were applicable to ADAP? Which relevant risks were realized, and which of these risks were not realised? How were these risks managed? (E3)
8. In your view, what are the major influencing factors – external or internal, that facilitated the achievements of results? (Facilitator can refer interviewee back to results/outcomes discussed in question #7) (E4)
9. What are the major constraining factors, external or internal, that hindered the achievement of results? How were these addressed? (Probe: COVID-19, inconsistencies in legislation and limited capacity of personnel for implementation of legislation and policies) (E4)
10. Were there any positive and negative unintended outcomes related to ADAP interventions? (Probe: Could these have been foreseen and managed? How could these be managed better?) (E5)
11. Do you know of any ADAP interventions implemented in monastic institutions and nunneries? How effective were those interventions? (Probe: SOPs on child protection, engagement in volunteering opportunities, networking fora, digital)
12. How efficient was UNICEF in implementing planned activities? Probe: Were ADAP interventions completed within the stipulated time? Were there any time overruns? Probe: Do you think UNICEF has the technical and financial capacity to implement ADAP interventions efficiently? (E8)
13. Are there any areas where you think UNICEF can improve on to carry out its work more efficiently? What are these? (E8)

Sustainability

1. Which results or achievements of the ADAP programme are likely to be sustainable? Why do you think so? (ST3)
2. In your knowledge, what strategies or mechanisms for sustainability were implemented or embedded in the ADAP interventions? (ST1)
3. To what extent have UNICEF's ADAP interventions contributed to strengthening systems that support ADAP? (ST1)

Gender and equity

1. What strategies were put in place to ensure that the ADAP programme carries and promotes principles of equity, disability, social inclusion, and gender responsiveness? (ST3)
2. What strategies or mechanism have been put in place to ensure sustainability of results, especially results related to equity and gender? (ST3)

Strategic positioning

1. What are UNICEF's comparative advantages? (SP1) Probe: To what extent is UNICEF the leading partner of the government and CSOs for ADAP? How is UNICEF different from other UN organisations? How does it perform its core activities differently relative to other organisations and other UN agencies? How does this apply to ADAP?
2. In what ways is it a strategic partner? Probe: To what extent has UNICEF worked in collaboration with other partners in the country to benefit children and adolescents?
3. What are the potential opportunities for UNICEF in Bhutan, in general, and for ADAP programming in particular? (SP2)
4. What are the potential risks or threats? Which of these risks also remain valid for ADAP interventions? (SP2)
5. What are the key strengths of UNICEF? How are these strengths in relation to ADAP interventions? (SP2)
6. What are key areas of improvement for UNICEF Bhutan as an organisation? How about areas of improvement with respect to ADAP? (SP2)
7. What can/should UNICEF do to benefit from the opportunities or to overcome weaknesses to deliver on its promise? (SP2)
8. What role did UNICEF play in strengthening social protection mechanisms in Bhutan, in relation to adolescents? What opportunities are there for UNICEF to strengthen its role in developing social protection schemes beyond His Majesty's Kidu? (SP3)
9. How has UNICEF influenced public financing in Bhutan to direct greater resources for adolescents, especially the most vulnerable? (SP3)
10. What role should UNICEF play in the future in the ADAP sector? (SP2)
11. How has the overall context in Bhutan changed? How about more specific context for ADAP, how has it changed? (SP4)
12. What should UNICEF do to better position itself in the context of new government priorities in ADAP? (SP4)
13. What role, if any, did UNICEF play as a coordinating agency with respect to ADAP, and with what success? Probe: What opportunities are there with respect to UNICEF's coordinating role? How can it benefit from the existing opportunities? What challenges are there with respect to UNICEF's coordinating role? How can it better address these challenges? (SP5)
14. How can UNICEF further strengthen its role and performance with respect to its coordinating role? (SP5)

Lessons learned and recommendations

1. What do you consider are the key lessons learned in ADAP Programmes in the last 4 to 5 years?
2. Do you have any other recommendations to improve the programme?

Final point

Is there anything else you want to add?

Closing

17. Check for remaining questions.
18. Thank the respondent/s.

3. Health

3.1 Interview guide for UNICEF programme staff

GUIDE FOR SEMI-STRUCTURED KEY INFORMANT INTERVIEW

Introductory questions

1. What is your name, position, and how long you have been working with UNICEF?
2. How long have you been associated with the Health and Nutrition Programme?
3. Please describe your role, specifically in the Health and Nutrition Programme.

Relevance

1. What are the key health issues among children and adolescents in Bhutan? Which of these issues were prioritized in the programme's theory of change? (R1)
2. How were the needs related to children's health identified and prioritized? To what extent were the needs of children, adolescents, and young people taken on board? (R2)
 - 2.1. Who were involved in the programming/planning stage of the Health Programme?
 - 2.2. Were there any preferences for the poorer districts?
 - 2.3. How were disparities across regions/districts addressed during programming? During implementation?
 - 2.4. Which needs could not be addressed and why?
3. How adequate are the programme strategies and interventions in addressing the bottlenecks? In attaining the intended goals? Probe: There are 8 interventions: We find limited evidence on (1) HRMIS, RBM (2) Nationwide scale up of Early Essential New bore care and Kangaroo Mother care for new-borns; and (3) Gender responsive adolescent friendly health services and PMTCT and EID. Please help us understand more about these interventions. (R1)
4. How are national priorities reflected in the UNICEF health programme? To what extent are these programmes aligned with national and international/global targets? (R2)
5. To what extent were climate-related/disaster risk reduction management (DRRM) considerations integrated into the health programming? What, if any, specific interventions were implemented related to these and with what success?
6. What critical interventions or result areas have been missing or received little attention in the country programming considering national priorities and UNICEF's mandate and comparative advantage? (R5)
 - 6.1. Probe: Were there any needs related to health that remained unaddressed or under addressed? If yes, what are those and why did those remain unaddressed?
 - 6.2. Probe: BENAP (Bhutan Early Neonatal Action Plan 2020-2030 underscored the need to address health needs anchored on the life cycle of children and adolescents. UNICEF focused more on early childhood and maternal care. Should UNICEF scale up to other stages of the life cycle as possible result areas?
 - 6.3. If you were to design the Health and Nutrition Programme again, what would you do/design differently?
7. What important changes occurred in context of Bhutan during the implementation of Country Programme (2019 – 2023)? (R3)
8. How was UNICEF's work related to Health affected by changes in the context, more specifically by COVID-19? How did the programme respond to these changes and with what success? (R3)
 - 8.1. (Probe: How were the most disadvantaged sectors reached by UNICEF during the pandemic? UNICEF Annual Report shows evidence that UNICEF Health Programme responded to these changes quite well. Can you tell us more about your accomplishments? Do you see emerging good practices in the way UNICEF responded to changing contexts due to COVID-19?)
9. What did UNICEF Health Programme do to leverage resources to promote child survival and development? (R4)
 - 9.1. Which other players contributed to this?
 - 9.2. How could these be improved in the future?

Effectiveness

1. What difference and/or contribution has UNICEF made to system building in the country? What is UNICEF's contribution to health system building? Probe: To what extent has UNICEF contributed to enhancing the capacity of Bhutan's primary health system to prevent and respond to disasters (E1)
2. What are the disadvantaged sections of communities targeted by UNICEF Bhutan in Health? How were the groups selected? (E2)
 - 2.1. How are they benefitting through UNICEF interventions?
 - 2.2. What are the forms of assistance provided to targeted communities in Health? How effective was the programme in reaching the most disadvantaged sections of the communities?
 - 2.3. What are the emerging good practices in the health programme in the targeted communities?
3. What do you consider are the short-term gains of the health programme in the past 4 years? (E3)
 - 3.1. Which strategies worked? Which did not? Why?
 - 3.2. How can these gains be scaled up?

4. Please identify facilitating factors in the Bhutan Country Programme results. What influence do these factors have in the achievement of outcomes? (E4)
5. Please identify constraining factors in the Bhutan Country Programme results. What influence do these factors have in the achievement of outcomes? Probe: How did UNICEF respond to constraining factors? Which factors are within or beyond the control of the UNICEF Office? (E4)
6. What are the positive/ negative unintended outcomes related to UNICEF's work in the health programme? Could these have been foreseen and managed? How could these be managed better? (E5)
7. What major changes have occurred in political and economic contexts since the beginning of the Bhutan Country Programme in 2019? What changes/adjustments to the health programme or its implementation modalities were made because of the changes in contexts? (E6)
8. How did COVID-19 affect the programme delivery and how did UNICEF health programme respond to it? What health related reprogramming had to be done? Probe: How effective were COVID-19 response interventions? (E6)
9. What are the health interventions in monastic institutions? (E7)
 - 9.1. How were monastic institutions selected? How were health-related needs in monastic institutions identified?
 - 9.2. What are the results/changes brought by the interventions?
 - 9.3. What are the challenges? How were challenges addressed?
 - 9.4. What are the implications of the past experiences in monastic institutions in future programming?
10. How efficient was the country programme delivery in terms of financial resources? (E8) (Ask financial records related to: (1) source of funds: target vs actual; (2) utilisation of funds: target vs actual.)
11. How efficient was the country programme delivery in terms of human resources? (E8) (Ask for updated copy of organizational structure and staff per unit and budget per programme.)
12. How could Bhutan Country Programme improve its efficiency in the next country programme? (E8)

Sustainability

1. To what extent have UNICEF interventions contributed to strengthening health systems? (ST1)
 - 1.1. What interventions were adopted for Health and Nutrition Programme that led to longer term/sustainable systems strengthening?
 - 1.2. Most donor agencies have an exit plan to nurture sustainability mechanisms in their processes. Does UNICEF have an exit plan? How will this affect implementation of programs?
 - 1.3. How were the institutional capacities of the targeted partners (Ministry of Health, Ministry of Education, NCWC, Districts) strengthened? To what extent were these initiatives sustainable?
 - 1.4. What sustainability mechanisms in the health programme should be reinforced for the next cycle of UNICEF CO?
2. What are the positive changes and effects of UNICEF programmes at the national level? District level? (Probe: To what extent will the positive effects of the health and nutrition programme be sustained without programme interventions?) (ST2)
3. Does the health programme include any elements of integration with other programmes? How is this contributing to sustainability of results? (ST3)
4. How sustainable are the UNICEF emergency interventions in health? How about any measures taken in the context of COVID-19? (Probe: What measures were implemented to ensure sustainability of initiatives provided by UNICEF during emergency situations?) (ST4)
5. What, if any role, did UNICEF play in influencing allocation of resources by the government to promote or support Health? (ST5)
 - 5.1. How has government allocation been for health? Has it increased, sustained, or decreased in the recent years?
 - 5.2. In what ways is UNICEF helping to protect the pattern of financing especially in Health?
 - 5.3. What were the advocacy and support mechanisms provided by UNICEF in relation to resource allocation in Health? How effective were these in ensuring/ promoting resource allocation for children? (ST6)

Gender and equity

1. What strategies were put in place to ensure that the health interventions carry and promote principles of equity, disability, social inclusion, and gender responsiveness? (ST3)
2. What strategies or mechanism have been put in place to ensure sustainability of results, especially results related to equity and gender? (Probe: Are there any results achieved by the programme that specifically address concerns related to gender and equity?) (ST3)

Strategic positioning

1. How does UNICEF differentiate itself from other international development organisations operating in Bhutan? From other UN agencies? (SP1)
 - 1.1. In what ways is UNICEF a strategic partner?
 - 1.2. To what extent has UNICEF influenced the policies and plans of the government and other actors to make them child-centred and leveraged resources?
2. What are the potential opportunities for UNICEF in Bhutan, in general, and health in particular? (SP2)
 - 2.1. What are the potential opportunities for UNICEF in Bhutan?
 - 2.2. What are the potential risks or threats?

- 2.3. What are the key strengths of UNICEF?
- 2.4. Where are key areas of improvement for UNICEF Bhutan as an organisation?
3. What opportunities are there for UNICEF to strengthen its role in developing social protection schemes beyond His Majesty's Kidu? (SP3)
 - 3.1. What role did UNICEF play in strengthening social protection mechanisms that support the health sector in Bhutan?
 - 3.2. How can this role be improved?
4. What are the emerging priorities and plans of the Bhutan government related to health, considering the changing contexts? (SP4)
 - 4.1. What should UNICEF do to better position itself in the context of changing government priorities in health?
 - 4.2. In what ways can climate action be further integrated in health programming?
5. What role, if any, did UNICEF play as a coordinating agency with respect to the health sector and with what success? (SP5)
 - 5.1. What challenges are there with respect to UNICEF's coordinating role? How can it better address these challenges?
 - 5.2. How can UNICEF further strengthen its role and performance with respect to its coordinating role?

Lessons learned and recommendations

1. What do you consider are the key lessons learned in the health and nutrition programme in the last 4 to 5 years?
2. Do you have any other recommendations to improve the programme?

Final point

Is there anything else you want to add?

Closing

- Check for remaining questions.
- Thank the respondent/s.

3.2 Interview guide for government partners

GUIDE FOR SEMI-STRUCTURED KEY INFORMANT INTERVIEW

Introductory questions

1. Please tell us about your position, role, and the organization you represent (in case of government officials, at national/district level?)
2. Please explain how long you have been associated with UNICEF and the level of engagement? What is the history of your organisation's/department's engagement with UNICEF Bhutan Country Office (CO)?
3. Please tell us about the specific roles of your organization in the implementation of UNICEF's Health and Nutrition Programme
4. How was it decided to focus on current areas of engagement, if any, with UNICEF?

Relevance

1. What are the key health issues among children and adolescents in Bhutan? (Probe: What are the key health issues being addressed by the health programme's theory of change? In your view, what are the most pressing health issues faced by children and adolescents? (R1)
2. Based on your knowledge, what key health issues were prioritized by UNICEF? How were needs related to health identified and prioritized? (R2)
 - 2.1. Were you or your agency/organisation consulted by UNICEF to understand the health-related needs of children and adolescents, including girls?
 - 2.2. To what extent were the needs of children, adolescents, and young people, especially the most marginalised, taken on board at the planning stages of the current UNICEF programme (2019-2023)? Are you aware of any consultations done with children and adolescents?
3. What key interventions of UNICEF's health programme are you aware of or involved in? (R1/R2)
 - 3.1. What capacity building activities for government and partners are you aware of or have participated in? How were capacities of government and partners improved?
 - 3.2. What UNICEF-led and/or supported initiatives on adolescent-friendly health services are you aware of? What needs/issues do these initiatives/activities aim to address? How are adolescents engaged?
 - 3.3. In your opinion, how adequate are the interventions to attain the outputs and outcomes? Were the strategies pursued adequate?
 - 3.4. To what extent were the bottlenecks related to the (1) enabling environment – limited country specific evidence and inadequate fund allocation for health and nutrition; (2) quality – quality data

missing; and (3) supply - facility gaps in service delivery for new-born care addressed by the programme?

4. To what extent is climate change considered in the health programme? What, if any, specific interventions were implemented to address climate action, and with what success?
5. What critical interventions or result areas have been missing or received little attention in the country programming considering national priorities and UNICEF's mandate and comparative advantage? (R5)
6. What important changes occurred in context of Bhutan during the implementation of Country Programme (2019 – 2023)? (R3)
7. In your view, how was UNICEF's work related to Health affected by changes in the context, more specifically by COVID-19? How did the programme respond to these changes and with what success? (Probe: How were the most disadvantaged sectors reached by UNICEF during the pandemic? Do you see emerging good practices in the way UNICEF responded to changing contexts due to COVID-19?) (R3)
8. Do you know if UNICEF Health Programme leveraged any resources to promote child survival and development? What could UNICEF do better in the future to leverage resources to support/promote child survival and development, particularly health? (R4)

Effectiveness

1. What, if any, is UNICEF's contribution to health system building in Bhutan? (E1)
 - 1.1. What policies, plans, and systems/processes related to health were developed or enhanced with UNICEF's support?
 - 1.2. What do you consider are achievements in systems building in health? What's was UNICEF's role or contribution, if any?
 - 1.3. Which actors other than UNICEF had a role in supporting systems building for health?
 - 1.4. What were the challenges in this area of work? Did UNICEF play a role in addressing these challenges, and how?
 - 1.5. Describe to us any emerging good practices of UNICEF in health system building/mechanisms.
2. What are the disadvantaged sections of communities targeted by UNICEF Bhutan in Health? How were the groups selected? (E2)
 - 2.1. How are they benefitting through UNICEF interventions? What are the forms of assistance provided to targeted communities in Health?
 - 2.2. In your view, how effective was the programme in reaching the most disadvantaged sections of the communities?
3. What do you consider are the short-term gains of the UNICEF health programme in the past 4 years? (Probe: What are the emerging good practices of the Health Programme in generating desired outcomes?) (E3)
4. In your view, what are the major influencing factors – external and/or internal that facilitated the achievement of results? What constraining factors can you identify? What influence do these factors have in the achievement of outcomes? Which factors were within or beyond control of the UNICEF Office? (E4)
5. Were there any positive/ negative unintended outcomes related to UNICEF's work in health? (Probe: Could these have been foreseen and managed? How could these be managed better?) (E5)
6. How did COVID-19 affect the programme delivery and how did UNICEF health programme respond to it? What health related reprogramming had to be done? How effective were COVID-19 response interventions? (E6)
7. Are you aware of any interventions/support provided by UNICEF to monastic institutions and nunneries? If yes, can you share more information about the success (or not) of its implementation? (E7)
 - 7.1. How were monastic institutions selected? How were their needs identified?
 - 7.2. What are the outcomes of Health and Nutrition Programme in monastic institutions?
 - 7.3. What do you consider are good of the programme in monastic institutions? How can these emerging good practices in monastic institutions be replicated or scaled up/institutionalized across monastic institutions?
8. Do you think UNICEF has the technical and financial capacity to implement health interventions efficiently? (Probe: Are there any areas where you think UNICEF can improve on to carry out its work more efficiently? What are these?) (E8)

Sustainability

1. To what extent have the health systems been strengthened? Are these systems sustainable? (ST1)
 - 1.1. What specific strategies or mechanisms for sustainability were implemented or embedded in interventions on health?
 - 1.2. Were there any UNICEF-led interventions on health that have been adopted or scaled up by government or other partners?
2. What are the positive changes and effects of UNICEF programmes at the national level? district level? (Probe: Are health programme results sustainable at the national and district levels? To what extent will these changes/results be sustained without programme interventions?) (ST2)
3. Does the health programme include any elements of integration with other programmes? How is this contributing to sustainability of results? (ST3)
4. What are the results of the emergency interventions done by UNICEF? How sustainable are these results? (Probe: What measures were implemented to ensure sustainability of initiatives provided by UNICEF during emergency situations?) (ST4)

5. What, if any role, did UNICEF play in influencing allocation of resources by the government to promote or support Health? (ST5)
 - 5.1. How has government allocation been for health? Has it increased, sustained, or decreased in the recent years?
 - 5.2. In what ways is UNICEF helping to protect the pattern of financing especially in Health?
 - 5.3. What were the advocacy and support mechanisms provided by UNICEF in relation to resource allocation in Health? How effective were these in ensuring/ promoting resource allocation for children? (ST6)

Gender and equity

1. What strategies were put in place to ensure that the health interventions carry and promote principles of equity, disability, social inclusion, and gender responsiveness? (ST3)
2. What strategies or mechanism have been put in place to ensure sustainability of results, especially results related to equity and gender? (Probe: Are there any results achieved by the programme that specifically address concerns related to gender and equity? (ST3)

Strategic positioning

1. How would you differentiate UNICEF from other international development organisations operating in Bhutan? From other UN agencies? (SP1)
 - 1.1. What are UNICEF's comparative advantages?
 - 1.2. In what ways is it a strategic partner? To what extent has UNICEF worked in collaboration with other partners in the country to benefit children and most vulnerable?
2. What are the potential opportunities for UNICEF in Bhutan, in general, and health in particular? (SP2)
 - 2.1. What are the potential opportunities for UNICEF in Bhutan?
 - 2.2. What are the potential risks or threats?
 - 2.3. What are the key strengths of UNICEF?
 - 2.4. Where are key areas of improvement for UNICEF Bhutan as an organisation?
3. What are the emerging priorities and plans of the Bhutan government related to health, considering the changing contexts? (SP4)
 - 3.1. What should UNICEF do to better position itself in the context of changing government priorities in health?
 - 3.2. In what ways can climate action be further integrated in health programming?
4. What role, if any, did UNICEF play as a coordinating agency with respect to the health sector and with what success? (SP5)
 - 4.1. What challenges are there with respect to UNICEF's coordinating role? How can it better address these challenges?
 - 4.2. How can UNICEF further strengthen its role and performance with respect to its coordinating role?

Lessons learned and recommendations

1. What do you consider are the key lessons learned in the health and nutrition programme in the last 4 to 5 years?
2. Do you have any other recommendations to improve the programme?

Final point

Is there anything else you want to add?

Closing

- Check for remaining questions.
- Thank the respondent/s.

3.3 Interview guide for non-state actors (CSOs, NGOs, academe, etc.)

GUIDE FOR SEMI-STRUCTURED KEY INFORMANT INTERVIEW

Introductory questions

1. Please tell us your name, your role, and the organisation you represent.
2. Can you tell us a brief history of your organisation in Bhutan? What have been your organisation's key focus areas and key interventions in Bhutan?
3. How long have you been working with your organisation as a partner of UNICEF?
4. What are the programmatic interventions that UNICEF and your organization partner on? (Interviewer to probe: specific intervention, timeframe of partnership, geographic scope, type of support provided; Check which UNICEF Health programme outputs the organisation is contributing to – refer to the table above)
5. Please tell us about the specific roles of your organization in the implementation of UNICEF's Health and Nutrition Programme
6. How was it decided to focus on current areas of engagement, if any, with UNICEF?

Relevance

1. What do you think are the most important health issues among children and adolescents in Bhutan? (R1)

2. Based on your knowledge, what key health issues were prioritized by UNICEF? How were needs related to health identified and prioritized? (R2)
 - 1.1. Were you or your agency/organisation consulted by UNICEF to understand the health-related needs of children and adolescents, including girls?
 - 1.2. To what extent were the needs of children, adolescents, and young people, especially the most marginalised, taken on board at the planning stages of the current UNICEF programme (2019-2023)? Are you aware of any consultations done with children and adolescents?
3. What key interventions of UNICEF's health programme are you aware of or involved in? (R1/R2)
 - 3.1. Are you aware of any UNICEF intervention/support addressing adolescent-friendly health services? If yes, can you provide more information about what UNICEF does and how you/your organisation supports this?
 - 3.2. In your view, to what extent are the interventions adequate to address the needs in Health?
 - 3.3. Do you know the extent to which the programme has addresses the specific needs of children, adolescents and young people and marginalized groups? How were those differentiated needs addressed? Probe: How about any differentiated needs for boys and girls, children with disability, and other vulnerable groups?
 - 3.4. In your view, what Health needs/priorities have remained unaddressed? What else could UNICEF have done in these areas?
4. What critical interventions or result areas have been missing or received little attention in the country programming considering national priorities and UNICEF's mandate and comparative advantage? (R5)
5. What important changes occurred in context of Bhutan during the implementation of Country Programme (2019 – 2023)? (R3)
6. In your view, how was UNICEF's work related to Health affected by changes in the context, more specifically by COVID-19? How did the programme respond to these changes and with what success? (Probe: How were the most disadvantaged sectors reached by UNICEF during the pandemic? Do you see emerging good practices in the way UNICEF responded to changing contexts due to COVID-19?) (R3)
7. Do you know if UNICEF Health Programme leveraged any resources to promote child survival and development? What could UNICEF do better in the future to leverage resources to support/promote child survival and development, particularly health? (R4)

Effectiveness

1. What, if any, is UNICEF's contribution to health system building in Bhutan? (E1)
 - 1.1. What do you consider are achievements in systems building in health? What's was UNICEF's role or contribution, if any?
 - 1.2. Which actors other than UNICEF had a role in supporting systems building for health?
 - 1.3. What were the challenges in this area of work? Did UNICEF play a role in addressing these challenges, and how?
 - 1.4. Describe to us any emerging good practices of UNICEF in health system building/mechanisms.
 - 1.5. To what extent has UNICEF contributed to enhancing the capacity of Bhutan's primary health system to prevent and respond to disasters (e.g. COVID-19 pandemic)?
2. What are the disadvantaged sections of communities targeted by UNICEF Bhutan in Health? How were the groups selected? (E2)
 - 2.1. How are they benefitting through UNICEF interventions? What are the forms of assistance provided to targeted communities in Health?
 - 2.2. In your view, how effective was the programme in reaching the most disadvantaged sections of the communities?
3. What do you consider are the short-term gains of the UNICEF health programme in the past 4 years? (E3)
 - 3.1. In the intervention/s you are involved in, which short-term/intermediate results were delivered?
 - 3.2. Which strategies worked? Which did not? Why?
 - 3.3. What are the emerging good practices of the Health Programme in generating desired outcomes?
4. In your view, what are the major influencing factors – external and/or internal that facilitated the achievement of results? (E4)
 - 4.1. What constraining factors can you identify? What influence do these factors have in the achievement of outcomes?
 - 4.2. Which factors were within or beyond control of the UNICEF Office?
5. Were there any positive/ negative unintended outcomes related to UNICEF's work in health? Could these have been foreseen and managed? How could these be managed better?(E5)
6. How did COVID-19 affect the programme delivery and how did UNICEF health programme respond to it? What health related reprogramming had to be done? (Probe: How effective were COVID-19 response interventions? (E6)
7. Are you aware of any interventions/support provided by UNICEF to monastic institutions and nunneries? If yes, can you share more information about the success (or not) of its implementation? (E7)
 - 7.1. How were monastic institutions selected? How were their needs identified?
 - 7.2. What are the outcomes of Health and Nutrition Programme in monastic institutions?
 - 7.3. What do you consider are good of the programme in monastic institutions? How can these emerging good practices in monastic institutions be replicated or scaled up/institutionalized across monastic institutions?

8. Do you think UNICEF has the technical and financial capacity to implement health interventions efficiently? (Probe: Are there any areas where you think UNICEF can improve on to carry out its work more efficiently? What are these?) (E8)

Sustainability

1. To what extent have the health systems been strengthened? Are these systems sustainable? (ST1)
 - 1.1. What specific strategies or mechanisms for sustainability were implemented or embedded in interventions on health?
 - 1.2. How were the institutional capacities of the targeted partners (Ministry of Health, Ministry of Education, NCWC, Districts) strengthened? To what extent were these initiatives sustainable?
2. What are the positive changes and effects of UNICEF programmes at the national level? district level?
3. Are health programme results sustainable at the national and district levels? To what extent will these changes/results be sustained without programme interventions? (ST2)
4. Are you aware of any integration between the Health programme and other UNICEF programmes? If yes, how is this contributing to sustainability of results? What are the results of integration, if any? (ST3)
5. What are the results of the emergency interventions done by UNICEF? How sustainable are these results?
 - 5.1. What measures were implemented to ensure sustainability of initiatives provided by UNICEF during emergency situations?
 - 5.2. What was the result of strategies adapted for linking humanitarian actions with development? (ST4)
6. What, if any role, did UNICEF play in influencing allocation of resources by the government to promote or support Health? (ST5)
 - 6.1. How has government allocation been for health? Has it increased, sustained, or decreased in the recent years?
 - 6.2. In what ways is UNICEF helping to protect the pattern of financing especially in Health?
 - 6.3. What were the advocacy and support mechanisms provided by UNICEF in relation to resource allocation in Health? How effective were these in ensuring/ promoting resource allocation for children? (ST6)

Gender and equity

1. What strategies were put in place to ensure that the health interventions carry and promote principles of equity, disability, social inclusion, and gender responsiveness? (ST3)
2. What strategies or mechanism have been put in place to ensure sustainability of results, especially results related to equity and gender? (Probe: Are there any results achieved by the programme that specifically address concerns related to gender and equity?) (ST3)

Strategic positioning

1. How would you differentiate UNICEF from other international development organisations operating in Bhutan? From other UN agencies? (SP1)
 - 1.1. What are UNICEF's comparative advantages?
 - 1.2. In what ways is it a strategic partner? To what extent has UNICEF worked in collaboration with other partners in the country to benefit children and most vulnerable?
2. What are the potential opportunities for UNICEF in Bhutan, in general, and health in particular? (SP2)
 - 2.1. What are the potential opportunities for UNICEF in Bhutan?
 - 2.2. What are the potential risks or threats?
 - 2.3. What are the key strengths of UNICEF?
 - 2.4. Where are key areas of improvement for UNICEF Bhutan as an organisation?
3. What are the emerging priorities and plans of the Bhutan government related to health, considering the changing contexts? (SP4)
 - 3.1. What should UNICEF do to better position itself in the context of changing government priorities in health?
 - 3.2. In what ways can DRRM and climate resilience/action be further integrated in UNICEF's Health programming?
4. What role, if any, did UNICEF play as a coordinating agency with respect to the health sector and with what success? (SP5)
 - 4.1. What challenges are there with respect to UNICEF's coordinating role? How can it better address these challenges?
 - 4.2. How can UNICEF further strengthen its role and performance with respect to its coordinating role?

Lessons learned and recommendations

1. What do you consider are the key lessons learned in the Health programme in the last 4 to 5 years?
2. Do you have any other recommendations to improve the programme?

Final point

Is there anything else you want to add?

Closing

- Check for remaining questions.
- Thank the respondent/s.

4. Nutrition

4.1 Interview guide for UNICEF programme staff

GUIDE FOR SEMI-STRUCTURED KEY INFORMANT INTERVIEW

Introductory questions

1. What is your name, position, and how long have you been working with UNICEF?
2. How long you have been associated with the Nutrition Programme?
3. Please describe your role, specifically in the Nutrition Programme.

Relevance

1. What are the key nutrition-related issues among children and adolescents in Bhutan? Which of these issues were prioritized in the programme's theory of change? (R1)
2. How were the needs related to children's nutrition identified and prioritized? To what extent were the needs of children, adolescents, and young people taken on board? (R2)
 - 2.1. Who were involved in the programming/planning stage of the Nutrition Programme?
 - 2.2. How were disparities across regions/districts addressed during programming? During implementation?
 - 2.3. Which specific needs identified at the planning stage were addressed during the implementation? (Probe: Data shows focus of nutrition initiatives is on 6 to 23 months old and mothers. Will you continue to focus on this segment?)
 - 2.4. Which needs could not be addressed and why?
3. How adequate are the programme strategies and interventions in attaining the intended goals? addressing the bottlenecks (R1)
 - 3.1. Probe: To what extent were the bottlenecks related to the (1) enabling environment – inadequate fund allocation for nutrition; (2) quality – quality data missing; and (3) supply – facility gaps in service delivery for new-born care addressed by the TOC?
 - 3.2. What do you consider are the areas of strength and opportunities for improvement of the interventions on Nutrition?
4. How are national priorities reflected in the UNICEF nutrition programme? To what extent are these programmes aligned with national and international/global targets? (R2)
5. To what extent were climate-related/disaster risk reduction management (DRRM) considerations integrated into nutrition programming? What, if any, specific interventions were implemented related to these and with what success?
6. What critical interventions or result areas have been missing or received little attention in the country programming considering national priorities and UNICEF's mandate and comparative advantage? (R5)
7. What important changes occurred in context of Bhutan during the implementation of Country Programme (2019 – 2023)? (R3)
8. How was UNICEF's work related to nutrition affected by changes in the context, more specifically by COVID-19? How did the programme respond to these changes and with what success? (Probe: How were the most disadvantaged sectors reached by UNICEF during the pandemic? How were the districts/most disadvantaged groups reached during the COVID response?) (R3)
9. What did UNICEF Nutrition Programme do to leverage resources to promote child survival and development? (R4)
 - 9.1. Which other players contributed to this?
 - 9.2. How could these be improved in the future?

Effectiveness

1. What difference and/or contribution has UNICEF made to system building in the country? What is UNICEF's contribution to health and nutrition system building? (E1)
 - 1.1. What interventions were done related to: Gender-responsive, adolescent -friendly nutrition services to prevent and control anaemia among adolescents (girls) in school, out of school and at nunneries. Please provide more details about the 1000 days advocacy.
 - 1.2. To what extent has UNICEF contributed to enhancing the capacity of Bhutan's primary health and nutrition system to prevent and respond to disasters?
2. What are the disadvantaged sections of communities targeted by UNICEF Bhutan in Nutrition? How were the groups selected? (E2)
 - 2.1. How are they benefitting through UNICEF interventions?
 - 2.2. What are the forms of assistance provided to targeted communities in Nutrition? How effective was the programme in reaching the most disadvantaged sections of the communities?
 - 2.3. What are the emerging good practices in the nutrition programme in the targeted communities?
3. Please identify facilitating factors in the Bhutan Country Programme results. What influence do these factors have in the achievement of outcomes? (E4)
4. Please identify constraining factors in the Bhutan Country Programme results. What influence do these factors have in the achievement of outcomes? (Probe: How did UNICEF respond to constraining factors? Which factors are within or beyond the control of the UNICEF Office? (E4)

5. What are the positive/ negative unintended outcomes related to UNICEF's work in the nutrition programme? Could these have been foreseen and managed? How could these be managed better? (E5)
6. What major changes have occurred in political and economic contexts since the beginning of the Bhutan Country Programme in 2019? (Probe: What changes/adjustments to the nutrition programme or its implementation modalities were made because of the changes in contexts? (E6)
7. How did COVID-19 affect the programme delivery and how did UNICEF nutrition programme respond to it? What nutrition related reprogramming had to be done? (E6)
 - 7.1. How effective were COVID-19 response interventions?
 - 7.2. Probe: Annual Report shows evidence that UNICEF Nutrition Programme responded to these changes quite well. Can you tell us more about your accomplishments? Do you see any emerging good practices in the way UNICEF responded to changing contexts because of COVID?
8. What are the nutrition interventions in monastic institutions? (E7)
 - 8.1. How were monastic institutions selected? How were nutrition-related needs in monastic institutions identified?
 - 8.2. What are the results/changes brought by the interventions?
 - 8.3. What are the challenges? How were challenges addressed?
 - 8.4. What are the implications of the past experiences in monastic institutions in future programming?
9. How efficient was the country programme delivery in terms of human resources? (E8) (Ask for updated copy of organizational structure and staff per unit and budget per programme.)
10. How could Bhutan Country Programme improve its efficiency in the next country programme? (E8)

Sustainability

1. To what extent have UNICEF interventions contributed to strengthening health and nutrition systems? (ST1)
 - 1.1. What specific strategies or mechanisms for sustainability were implemented or embedded in interventions on nutrition?
 - 1.2. What interventions were adopted for Nutrition Programme that led to longer term/sustainable systems strengthening?
 - 1.3. Most donor agencies have an exit plan to nurture sustainability mechanisms in their processes. Does UNICEF have an exit plan? How will this affect implementation of programs?
 - 1.4. How were the institutional capacities of the targeted partners (Ministry of Health, Ministry of Education, NCWC, Districts) strengthened? To what extent were these initiatives sustainable?
2. What are the positive changes and effects of UNICEF programmes at the national level? District level? (Probe: To what extent will the positive effects of the nutrition programme be sustained without programme interventions? (ST2)
3. Does the nutrition programme include any elements of integration with other programmes? How is this contributing to sustainability of results? (ST3)
4. How sustainable are the UNICEF emergency interventions in nutrition? How about any measures taken in the context of COVID-19? (Probe: What measures were implemented to ensure sustainability of initiatives provided by UNICEF during emergency situations?) (ST4)
5. What, if any role, did UNICEF play in influencing allocation of resources by the government to promote or support nutrition? (ST5)
 - 5.1. How has government allocation been for nutrition? Has it increased, sustained, or decreased in the recent years?
 - 5.2. In what ways is UNICEF helping to protect the pattern of financing especially in nutrition?
 - 5.3. What were the advocacy and support mechanisms provided by UNICEF in relation to resource allocation in nutrition? How effective were these in ensuring/ promoting resource allocation for children? (ST6)

Gender and equity

1. What strategies were put in place to ensure that the nutrition interventions carry and promote principles of equity, disability, social inclusion, and gender responsiveness? (ST3)
2. What strategies or mechanism have been put in place to ensure sustainability of results, especially results related to equity and gender? (Probe: Are there any results achieved by the programme that specifically address concerns related to gender and equity?) (ST3)

Strategic positioning

1. How does UNICEF differentiate itself from other international development organisations operating in Bhutan? From other UN agencies? (SP1)
 - 1.1. In what ways is UNICEF a strategic partner?
 - 1.2. To what extent has UNICEF influenced the policies and plans of the government and other actors to make them child-centred and leveraged resources?
2. What are the potential opportunities for UNICEF in Bhutan, in general, and nutrition in particular? (SP2)
 - 2.1. What are the potential opportunities for UNICEF in Bhutan?
 - 2.2. What are the potential risks or threats?
 - 2.3. What are the key strengths of UNICEF?
 - 2.4. Where are key areas of improvement for UNICEF Bhutan as an organisation?
3. What are the emerging priorities and plans of the Bhutan government related to nutrition, considering the changing contexts? (SP4)

- 3.1. What should UNICEF do to better position itself in the context of changing government priorities in nutrition?
- 3.2. In what ways can climate action be further integrated in nutrition programming?
4. What role, if any, did UNICEF play as a coordinating agency with respect to the nutrition sector and with what success? (SP5)
 - 4.1. What challenges are there with respect to UNICEF's coordinating role? How can it better address these challenges?
 - 4.2. How can UNICEF further strengthen its role and performance with respect to its coordinating role?

Lessons learned and recommendations

1. What do you consider are the key lessons learned in the nutrition programme in the last 4 to 5 years?
2. Do you have any other recommendations to improve the programme?

Final point

Is there anything else you want to add?

Closing

- Check for remaining questions.
- Thank the respondent/s.

4.2 Interview guide for government partners

GUIDE FOR SEMI-STRUCTURED KEY INFORMANT INTERVIEW

Introductory Questions

1. Please tell us about your position, role, and the organization you represent (in case of government officials, at national/district level?)
2. Please explain how long you have been associated with UNICEF and the level of engagement? What is the history of your organization's/department's engagement with UNICEF Bhutan Country Office (CO)?
3. Please tell us about the specific roles of your organization in the implementation of UNICEF's Nutrition Programme.
4. How was it decided to focus on current areas of engagement, if any, with UNICEF?

Relevance

1. What are the key nutrition-related issues among children and adolescents in Bhutan? (R1)
2. Based on your knowledge, what key nutrition-related issues were prioritized by UNICEF? How were needs related to nutrition identified and prioritized? (R2)
 - 2.1. Were you or your agency/organisation consulted by UNICEF to understand the nutrition-related needs of children and adolescents, including girls?
 - 2.2. To what extent were the needs of children, adolescents, and young people, especially the most marginalised, taken on board at the planning stages of the current UNICEF programme (2019-2023)? Are you aware of any consultations done with children and adolescents?
 - 2.3. In your view, what Nutrition needs/priorities have remained unaddressed? What else could UNICEF have done in these areas?
3. What key strategies and interventions of UNICEF's nutrition programme are you aware of or involved in? (R1/R2)
 - 3.1. What capacity building activities for government and partners are you aware of or have participated in? How were capacities of government and partners improved?
 - 3.2. In your opinion, how adequate are the interventions to attain the outputs and outcomes? Were the strategies pursued adequate?
 - 3.3. To what extent were the bottlenecks related to the (1) enabling environment – limited country specific evidence and inadequate fund allocation for nutrition; (2) quality – quality data missing; and (3) supply - facility gaps in service delivery for new-born care addressed by the programme?
4. To what extent were climate-related/disaster risk reduction management (DRRM) considerations integrated into nutrition programming? What, if any, specific interventions were implemented related to these and with what success?
5. What critical interventions or result areas have been missing or received little attention in the country programming considering national priorities and UNICEF's mandate and comparative advantage? (R5)
6. What important changes occurred in context of Bhutan during the implementation of Country Programme (2019 – 2023)? (R3)
7. In your view, how was UNICEF's work related to nutrition affected by changes in the context, more specifically by COVID-19? How did the programme respond to these changes and with what success? (Probe: How were the most disadvantageous sectors reached by UNICEF during the pandemic? Do you see emerging good practices in the way UNICEF responded to changing contexts due to COVID-19?) (R3)
8. Do you know if UNICEF Nutrition Programme leveraged any resources to promote child survival and development? (Probe: What could UNICEF do better in the future to leverage resources to support/promote child survival and development, particularly nutrition?) (R4)

Effectiveness

1. What, if any, is UNICEF's contribution to health and nutrition system building in Bhutan? (E1)
 - 1.1. What policies, plans, and systems/processes related to nutrition were developed or enhanced with UNICEF's support?
 - 1.2. What do you consider are achievements in systems building in nutrition? What's was UNICEF's role or contribution, if any?
 - 1.3. Which actors other than UNICEF had a role in supporting systems building for nutrition?
 - 1.4. What were the challenges in this area of work? Did UNICEF play a role in addressing these challenges, and how?
2. What are the disadvantaged sections of communities targeted by UNICEF Bhutan in nutrition? How were the groups selected? (E2)
 - 2.1. How are they benefitting through UNICEF interventions? What are the forms of assistance provided to targeted communities in nutrition?
 - 2.2. In your view, how effective was the programme in reaching the most disadvantaged sections of the communities?
3. What do you consider are the short-term gains of the UNICEF nutrition programme in the past 4 years? (Probe: What are the emerging good practices of the Nutrition Programme in generating desired outcomes?) (E3)
4. In your view, what are the major influencing factors – external and/or internal that facilitated the achievement of results? (E4)
 - 4.1. What constraining factors can you identify? What influence do these factors have in the achievement of outcomes?
 - 4.2. Which factors were within or beyond control of the UNICEF Office?
5. Were there any positive/ negative unintended outcomes related to UNICEF's work in nutrition? (Probe: Could these have been foreseen and managed? How could these be managed better?) (E5)
6. How did COVID-19 affect the programme delivery and how did UNICEF nutrition programme respond to it? What nutrition related reprogramming had to be done? (E6)
 - 6.1. What UNICEF-supported COVID-19 response activities are you aware of?
 - 6.2. How effective were COVID-19 response interventions?
7. Are you aware of any interventions/ related to Nutrition Programme provided by UNICEF to monastic institutions? If yes, can you share more information about the success (or not) of its implementation? (E7)
 - 7.1. Probe: RAM Report 2022 indicates that UNICEF also supported WFP in planning for a nutrition assessment in Monastic Institutions which guided the development of a culturally sensitive nutrition communication package for monks and nuns in 2022. UNICEF also provided technical inputs on nutrition topics for the school curriculum developed by Ministry of Education in collaboration with Ministry of Health. Can you cite other examples of nutrition initiatives in monastic institutions?
 - 7.2. Do you know how monastic institutions were selected? How were their needs identified?
 - 7.3. What are the outcomes of Nutrition Programme in monastic institutions?
8. Do you think UNICEF has the technical and financial capacity to implement nutrition interventions efficiently? (Probe: Are there any areas where you think UNICEF can improve on to carry out its work more efficiently? What are these?) (E8)

Sustainability

1. To what extent have the health and nutrition systems been strengthened? Are these systems sustainable?
 - 1.1. What specific strategies or mechanisms for sustainability were implemented or embedded in interventions on nutrition?
 - 1.2. Were there any UNICEF-led interventions on nutrition that have been adopted or scaled up by government or other partners?
 - 1.3. How were the institutional capacities of the targeted partners (Ministry of Health, Ministry of Education, NCWC, Districts) strengthened? To what extent were these initiatives sustainable?
 - 1.4. Are you aware of UNICEF's exit plan? How has it been implemented? (ST1)
2. What are the positive changes and effects of UNICEF programmes at the national level? district level? (Probe: Are nutrition programme results sustainable at the national and district levels? To what extent will these changes/results be sustained without programme interventions?) (ST2)
3. Are you aware of any integration between the nutrition programme and other UNICEF programmes? If yes, how is this contributing to sustainability of results? (ST3)
4. What are the results of the emergency interventions done by UNICEF? How sustainable are these results? What measures were implemented to ensure sustainability of initiatives provided by UNICEF during emergency situations? (ST4)
5. What, if any role, did UNICEF play in influencing allocation of resources by the government to promote or support nutrition? (ST5)
 - 5.1. How has government allocation been for nutrition? Has it increased, sustained, or decreased in the recent years?
 - 5.2. In what ways is UNICEF helping to protect the pattern of financing especially in nutrition?
 - 5.3. What were the advocacy and support mechanisms provided by UNICEF in relation to resource allocation in nutrition? How effective were these in ensuring/ promoting resource allocation for children? (ST6)

Gender and equity

1. What strategies were put in place to ensure that the nutrition interventions carry and promote principles of equity, disability, social inclusion, and gender responsiveness? (ST3)
2. What strategies or mechanism have been put in place to ensure sustainability of results, especially results related to equity and gender? Are there any results achieved by the programme that specifically address concerns related to gender and equity? (ST3)

Strategic positioning

1. How would you differentiate UNICEF from other international development organisations operating in Bhutan? From other UN agencies? (SP1)
 - 1.1. What are UNICEF's comparative advantages?
 - 1.2. In what ways is it a strategic partner? To what extent has UNICEF worked in collaboration with other partners in the country to benefit children and most vulnerable?
2. What are the potential opportunities for UNICEF in Bhutan, in general, and nutrition in particular? (SP2)
 - 2.1. What are the potential opportunities for UNICEF in Bhutan?
 - 2.2. What are the potential risks or threats?
 - 2.3. What are the key strengths of UNICEF?
 - 2.4. Where are key areas of improvement for UNICEF Bhutan as an organisation?
3. What are the emerging priorities and plans of the Bhutan government related to nutrition, considering the changing contexts? (SP4)
 - 3.1. What should UNICEF do to better position itself in the context of changing government priorities in nutrition?
 - 3.2. In what ways can climate action be further integrated in nutrition programming?
4. What role, if any, did UNICEF play as a coordinating agency with respect to the nutrition sector and with what success? (SP5)
 - 4.1. What challenges are there with respect to UNICEF's coordinating role? How can it better address these challenges?
 - 4.2. How can UNICEF further strengthen its role and performance with respect to its coordinating role?

Lessons learned and recommendations

1. What do you consider are the key lessons learned in the nutrition programme in the last 4 to 5 years?
2. Do you have any other recommendations to improve the programme?

Final point

Is there anything else you want to add?

Closing

- Check for remaining questions.
- Thank the respondent/s.

4.3 Interview guide for non-state actors (CSOs, NGOs, academia, etc.)

GUIDE FOR SEMI-STRUCTURED KEY INFORMANT INTERVIEW

Introductory questions

1. Please tell us your name, your role, and the organisation you represent.
2. Can you tell us a brief history of your organisation in Bhutan? What have been your organisation's key focus areas and key interventions in Bhutan?
3. How long have you been working with your organisation as a partner of UNICEF?
4. What are the programmatic interventions that UNICEF and your organization partner on? (Interviewer to probe: specific intervention, timeframe of partnership, geographic scope, type of support provided; Check which UNICEF Nutrition programme outputs the organisation is contributing to – refer to the table above)
5. Please tell us about the specific roles of your organization in the implementation of UNICEF's Nutrition Programme
6. How was it decided to focus on current areas of engagement, if any, with UNICEF?

Relevance

1. What are the key nutrition-related issues among children and adolescents in Bhutan? (R1)
2. Based on your knowledge, what key nutrition-related issues were prioritized by UNICEF? How were needs related to nutrition identified and prioritized? (R2)
 - 2.1. Were you or your agency/organisation consulted by UNICEF to understand the nutrition-related needs of children and adolescents, including girls?
 - 2.2. To what extent were the needs of children, adolescents, and young people, especially the most marginalised, taken on board at the planning stages of the current UNICEF programme (2019-2023)? Are you aware of any consultations done with children and adolescents?
 - 2.3. In your view, what Nutrition needs/priorities have remained unaddressed? What else could UNICEF have done in these areas?

3. What key strategies and interventions of UNICEF's nutrition programme are you aware of or involved in? (R1/R2)
 - 3.1. What capacity building activities for government and partners are you aware of or have participated in? How were capacities of government and partners improved?
 - 3.2. In your opinion, how adequate are the interventions to attain the outputs and outcomes? Were the strategies pursued adequate?
 - 3.3. To what extent were the bottlenecks related to the (1) enabling environment – limited country specific evidence and inadequate fund allocation for nutrition; (2) quality – quality data missing; and (3) supply - facility gaps in service delivery for new-born care addressed by the programme?
4. What critical interventions or result areas have been missing or received little attention in the country programming considering national priorities and UNICEF's mandate and comparative advantage? (R5)
5. What important changes occurred in context of Bhutan during the implementation of Country Programme (2019 – 2023)? (R3)
6. In your view, how was UNICEF's work related to nutrition affected by changes in the context, more specifically by COVID-19? How did the programme respond to these changes and with what success? (Probe: How were the most disadvantaged sectors reached by UNICEF during the pandemic? Do you see emerging good practices in the way UNICEF responded to changing contexts due to COVID-19?) (R3)
7. Do you know if UNICEF Nutrition Programme leveraged any resources to promote child survival and development? (Probe: What could UNICEF do better in the future to leverage resources to support/promote child survival and development, particularly nutrition?) (R4)

Effectiveness

1. What, if any, is UNICEF's contribution to health and nutrition system building in Bhutan? (E1)
 - 1.1. What policies, plans, and systems/processes related to nutrition were developed or enhanced with UNICEF's support?
 - 1.2. What do you consider are achievements in systems building in nutrition? What's was UNICEF's role or contribution, if any?
 - 1.3. Which actors other than UNICEF had a role in supporting systems building for nutrition?
 - 1.4. What were the challenges in this area of work? Did UNICEF play a role in addressing these challenges, and how?
2. What are the disadvantaged sections of communities targeted by UNICEF Bhutan in nutrition? How were the groups selected? (E2)
 - 2.1. How are they benefitting through UNICEF interventions? What are the forms of assistance provided to targeted communities in nutrition?
 - 2.2. In your view, how effective was the programme in reaching the most disadvantaged sections of the communities?
3. What do you consider are the short-term gains of the UNICEF nutrition programme in the past 4 years? (E3)
 - 3.1. Do you think CSOs/NGOs have improved their capacities in delivering nutrition interventions to reduce stunting and anemia? Can you cite examples or evidence?
 - 3.2. Do you think the interventions to improve the capacity of government and partners adequate?
 - 3.3. What are the emerging good practices of the Nutrition Programme in generating desired outcomes?
4. In your view, what are the major influencing factors – external and/or internal that facilitated the achievement of results? (E4)
 - 4.1. What constraining factors can you identify? What influence do these factors have in the achievement of outcomes?
 - 4.2. Which factors were within or beyond control of the UNICEF Office?
5. Were there any positive/ negative unintended outcomes related to UNICEF's work in nutrition? (Probe: Could these have been foreseen and managed? How could these be managed better?) (E5)
6. How did COVID-19 affect the programme delivery and how did UNICEF nutrition programme respond to it? What nutrition related reprogramming had to be done? (E6)
 - 6.1. Do you know if UNICEF shifted its priorities because of the COVID-19 pandemic? How did the COVID-19 pandemic affect the programme delivery and how did UNICEF Nutrition programme respond to it? What Nutrition related reprogramming had to be done?
 - 6.2. What UNICEF-supported COVID-19 response activities are you aware of?
 - 6.3. How effective were Nutrition related COVID-19 response interventions?
7. Are you aware of any interventions/ related to Nutrition Programme provided by UNICEF to monastic institutions? If yes, can you share more information about the success (or not) of its implementation? (E7)
 - 7.1. Probe: UNICEF reports that the programme supported WFP in planning for a nutrition assessment in monastic institutions which guided the development of a culturally sensitive nutrition communication package for monks and nuns in 2022. UNICEF also provided technical inputs on nutrition topics for the school curriculum developed by Ministry of Education in collaboration with Ministry of Health. Can you cite other examples of initiatives on nutrition in monastic institutions?
 - 7.2. Do you know how monastic institutions were selected? How were their needs identified?
 - 7.3. What are the outcomes of Nutrition Programme in monastic institutions?
8. Do you think UNICEF has the technical and financial capacity to implement nutrition interventions efficiently? (Probe: Are there any areas where you think UNICEF can improve on to carry out its work more efficiently? What are these?) (E8)

Sustainability

1. To what extent have the health and nutrition systems been strengthened? Are these systems sustainable? (ST1)
 - 1.1. What specific strategies or mechanisms for sustainability were implemented or embedded in interventions on nutrition?
 - 1.2. Were there any UNICEF-led interventions on nutrition that have been adopted or scaled up by government or other partners?
 - 1.3. How were the institutional capacities of the targeted partners in the CSOs/NGSO/community strengthened? To what extent were these initiatives sustainable?
2. Do you know of changes and effects of UNICEF programmes at the national level? district level? Are nutrition programme results sustainable at the national and district levels? Do you have any suggestions to make the interventions more sustainable in the long term? (ST2)
3. Are you aware of any integration between the nutrition programme and other UNICEF programmes? If yes, how is this contributing to sustainability of results? (ST3)
4. What are the results of the emergency interventions done by UNICEF? How sustainable are these results? (Probe: What measures were implemented to ensure sustainability of initiatives provided by UNICEF during emergency situations?) (ST4)
5. What, if any role, did UNICEF play in influencing allocation of resources by the government to promote or support nutrition? (ST5)
 - 5.1. How has government allocation been for nutrition? Has it increased, sustained, or decreased in the recent years?
 - 5.2. In what ways is UNICEF helping to protect the pattern of financing especially in nutrition?
 - 5.3. What were the advocacy and support mechanisms provided by UNICEF in relation to resource allocation in nutrition? How effective were these in ensuring/ promoting resource allocation for children? (ST6)

Gender and equity

1. What strategies were put in place to ensure that the nutrition interventions carry and promote principles of equity, disability, social inclusion, and gender responsiveness? (ST3)
2. What strategies or mechanism have been put in place to ensure sustainability of results, especially results related to equity and gender? (Probe: Are there any results achieved by the programme that specifically address concerns related to gender and equity?) (ST3)

Strategic positioning

1. How would you differentiate UNICEF from other international development organisations operating in Bhutan? From other UN agencies? (SP1)
 - 1.1. What are UNICEF's comparative advantages?
 - 1.2. In what ways is it a strategic partner? To what extent has UNICEF worked in collaboration with other partners in the country to benefit children and most vulnerable?
2. What are the potential opportunities for UNICEF in Bhutan, in general, and nutrition in particular? (SP2)
 - 2.1. What are the potential opportunities for UNICEF in Bhutan?
 - 2.2. What are the potential risks or threats?
 - 2.3. What are the key strengths of UNICEF?
 - 2.4. Where are key areas of improvement for UNICEF Bhutan as an organisation?
3. What are the emerging priorities and plans of the Bhutan government related to nutrition, considering the changing contexts? (SP4)
 - 3.1. What should UNICEF do to better position itself in the context of changing government priorities in nutrition?
 - 3.2. In what ways can climate action be further integrated in nutrition programming?
4. What role, if any, did UNICEF play as a coordinating agency with respect to the nutrition sector and with what success? (SP5)
 - 4.1. What challenges are there with respect to UNICEF's coordinating role? How can it better address these challenges?
 - 4.2. How can UNICEF further strengthen its role and performance with respect to its coordinating role?

Lessons learned and recommendations

1. What do you consider are the key lessons learned in the Nutrition programme in the last 4 to 5 years?
2. Do you have any other recommendations to improve the programme?

Final point

Is there anything else you want to add?

Closing

- Check for remaining questions.
- Thank the respondent/s.

5. Water, Sanitation and Hygiene (WASH) Programme

5.1 Interview guide for UNICEF programme staff

GUIDE FOR SEMI-STRUCTURED KEY INFORMANT INTERVIEW

Introductory questions

1. What is your name, position, and how long you have been working with UNICEF?
2. How long have you been associated with the WASH Programme?
3. Please describe your role, specifically in the WASH Programme.

Relevance

1. What are the key WASH issues in Bhutan? (R1) (Probe: WASH situation analysis underlined the “need to strengthen WASH services and behaviours at household level, including in institutions, to contribute to overall health and nutrition outcomes, as well as to WASH results.” Specific WASH issues identified were poor urban sanitation, lack of access to safe water and sanitation (toilets) in schools, health facilities and monastic institutions. Menstrual hygiene was identified as another important issue.)
2. How were needs related to WASH identified and prioritized? To what extent were the needs of children, adolescents, and young people, including girls, taken on board at the planning stages? And how? (R2)
 - 2.1. Probe: How were these WASH issues prioritized? What processes and/or approach were used for prioritization? (Review of available information reveals that the issues addressed by the programme included providing safe drinking water and sanitation facilities to schools and monastic institutions and health facilities, rural water sanitation and hygiene and capacity building for sustainability. In addition, the endorsement of a National Strategy for WASH in Healthcare Facilities by the Ministry of Health and the National Public Toilet Guidelines by the Ministry of Works and Human Settlement were thought to be climate-resilient and environment-friendly WASH interventions for children.)
3. To what extent has the programme addressed the needs of marginalized groups, including women and person with disabilities? How were differentiated needs addressed? (R2) (Probe: The already collected information reveal that there are disparities among different regions in terms of access to WASH facilities. Which regions lag behind in terms of access to WASH? Similarly, urban sanitation was identified as an important issue. How was regional equity ensured? What could have been done better?)
4. What contextual factors (social, economic, cultural, etc.) were taken into consideration in the design and implementation of BCO WASH programmes and services? (R2) (Probe: The following constraining factors were identified: Dispersed mandate for WASH services, limited country-specific evidence and adequate policies, standards and guidelines to effectively address WASH issues. Gaps in sensitization of policymakers on the importance of investing in WASH was another constraining factor. How were these constraining factors taken on board while designing and implementing the WASH programme?)
5. How were implemented programme interventions different from what was envisaged initially? (Probe: Were any modifications made to the documented theory of change to reflect the changes on the ground? What, if any, changes were made to the documented theory of change? Why? Do the outputs in the RAM database reflect the theory of change?)
6. How successful was the UNICEF WASH programme in meeting national priorities and in contextualizing global priorities for local needs? (Probe: What could have UNICEF done differently or done better?) (R2)
7. To what extent were the assumptions underlying the theory of change correct? (R1) (Probe: Has WASH continued to remain a priority area of the Bhutan government? Did this result in “adequate budget allocations and incremental increases in investments along with needs-based deployment of human resources”? Was there positive policy environment and were global standards adopted resulting “increased investment for procurement, supply, and maintenance of equipment by government? Were more opportunities available to further diversify partnerships? Was there predictable government funding and disbursement at different levels and greater transparency and accountability, which were assumed to be key requirements for sustained progress at scale?)
8. What critical interventions or result areas have been missing or received little attention in the country programming considering national priorities and UNICEF’s mandate and comparative advantage? (R1/R5)
 - 8.1. What WASH related needs and priorities have remained unaddressed at the design and implementation stage?
 - 8.2. To what extent UNICEF was able to move away from vertical programming to integrated programming? Did this strategy “strengthen existing integrations” have any effect on the amount of focus on upstream activities? If yes, in what way?
 - 8.3. If you were to design the WASH Programme again, what would you do differently?
9. To what extent is climate change and Disaster Risk Related Concerns were considered and addressed in the programme? What, if any, specific interventions were implemented related to this and with what success? Probe: To what extent has UNICEF met its own expectation of “greening” its programme to address implications for children of climate change and recurrent disasters? To what extent has UNICEF strengthened disaster risk reduction and response through integration of sector-specific contingency plans? What are specific interventions implemented related to this and with what success?
10. What important changes occurred in the context during the implementation of Country Programme (2019-2023)? (R3)

11. How was UNICEF's work related to WASH affected by changes in the context brought about by the COVID-19 pandemic? What changes/adjustments in the programme design and key strategies were made? (R3)
12. What did UNICEF WASH Programme do to leverage resources to promote WASH? (R4) (Probe: Did COVID-19 provide an opportunity for UNICEF to mobilize additional resources for WASH?)

Effectiveness

1. What difference and/or contribution has UNICEF made to system building in the country? What was done to strengthen WASH systems? (E1)
 - 1.1. What are the achievements of the programme in systems strengthening for WASH? (Probe: The document review points to the endorsement of the National Sanitation and Hygiene Policy 2020, endorsement of National Strategy for WASH in Healthcare Facilities by the Ministry of Health and the National Public Toilet Guidelines by the Ministry of Works and Human Settlement. Was there any other legislation, policy, plan, coordination mechanism or changes related to resource allocation?)
 - 1.2. Which other actors had a role in bringing about these changes?
 - 1.3. What challenges were faced during the implementation?
2. How successful as WASH programme in reaching most disadvantaged sections of communities? (E2) (Probe: Who are most disadvantaged? How about women and girls and persons with disabilities?)
 - 2.1. What could be done better to reach the most marginalised communities in relation to the WASH Programme?
 - 2.2. Are there any emerging good practice in terms of reaching the most advantaged sections of the Bhutan communities? What are these?
3. What short-term/intermediate results were delivered as a result of UNICEF's WASH interventions? (E3)
 - 3.1. To what extent have government and partners capacity to delivery WASH services in communities and institutions (output 1.3) improved? (Probe: What is the evidence of this improvement? Indicators are percentage of ODF communities, schools and monastic institutions with access to improved sanitation and health centres that have basic WASH facilities that also meet standards of resilience. Why do resilience standards only focus on WASH facilities in health centres?)
 - 3.2. Which short-term/intermediate results were not achieved and why?
 - 3.3. What challenges were faced?
 - 3.4. Do the indicators for outputs comprehensively capture the outputs/results?
4. What are the major influencing factors that either facilitated or hindered the achievements of results in WASH? External factors as well as internal factors? (E4) Probe: To what extent are traditional beliefs a factor in facilitating or hindering achievements of results in WASH? How did dispersed population and location of institutions in difficult to access areas affect the achievement (or not) of results? How did UNICEF respond to constraining factors? Which factors were outside the control of UNICEF?
5. Were there any positive and negative unintended outcomes related to UNICEF's work in WASH? (Probe: Could these have been foreseen and managed? How could these be managed better?) (E5)
6. What major changes have occurred in political and economic contexts since the beginning of the Bhutan Country Programme in 2019? (Probe: What changes/adjustments to the WASH programme or its implementation modalities were made because of the changes in contexts?) (E6)
7. How did the COVID-19 pandemic affect the programme delivery and how did UNICEF WASH programme respond to it? How effective were COVID-19 response interventions? (E6)
8. What interventions related to WASH programme were implemented in monastic institutions? (E7)
 - 8.1. How were monastic institutions selected? How were WASH-related needs in monastic institutions identified?
 - 8.2. What are the outcomes of WASH programme in monastic institutions? Were the interventions of UNICEF effective in bringing change? How?
 - 8.3. What do you consider are the good practices of WASH programme in monastic institutions? How can these emerging good practices in monastic institutions be replicated/scaled up/institutionalized across monastic institutions?
9. How efficient was the country programme delivery in terms of financial resources? (E8) (Ask financial records related to: (1) source of funds: target vs actual; (2) utilisation of funds: target vs actual.)
10. How efficient was the country programme delivery in terms of human resources? (E8) (Ask for updated copy of organizational structure and staff per unit and budget per programme.)
11. How could Bhutan Country Programme improve its efficiency in the next country programme? (E8)

Sustainability

1. To what extent have UNICEF interventions contributed to strengthening WASH systems? (ST1)
 - 1.1. How are strengthened WASH systems contributing to sustainability of WASH interventions and results achieved?
 - 1.2. How have any specific policies, legislation, or plans formulated to contributed to sustainability of WASH systems?
2. What specific strategies or mechanisms for sustainability were implemented or embedded in the WASH Programme? (ST1)
 - 2.1. Probe: One reported strategy was capacity building on operations and maintenance, were there others? How helpful were these strategies? Were issues related to sustainability of WASH infrastructure only a function of limited technical skills or were there other factors?

- 2.2. Probe: What kind of technical support for capacity building opportunities were provided to strengthen WASH systems? How are these contributing to sustainability of results?
3. What are the positive changes and effects of UNICEF WASH programme at the national and district levels? (Probe: To what extent are the positive changes and effects the WASH Programme sustainable at the national and district levels without programme interventions?) (ST2)
4. Does the WASH Programme include any elements of integration with other programmes? If yes, how is this contributing to sustainability of results? (ST3)
5. What, if any, emergency interventions related to WASH were undertaken during the current country programme? How about any measures taken in the context of COVID-19? (ST4)
 - 5.1. What measures were taken for linking humanitarian actions with development?
 - 5.2. What was the result of strategies adapted for linking humanitarian actions with development?
6. In what ways, if any, did UNICEF influence budget allocation by the government to address WASH issues? (ST5)
 - 6.1. How has government allocation been for WASH? Has it increased, sustained, or decreased in the recent years?
 - 6.2. What role, if any, did UNICEF play in helping to protect pattern of public financing to support WASH?
 - 6.3. What were the advocacy and support mechanisms provided by UNICEF in relation to resource allocation in WASH? (ST6)

Gender and equity

1. What strategies were put in place to ensure that the WASH interventions carry and promote principles of equity, disability, social inclusion, and gender responsiveness? (ST3)
2. What strategies or mechanism have been put in place to ensure sustainability of results, especially results related to equity and gender? Are there any results achieved by the programme that specifically address concerns related to gender and equity?

Strategic positioning

1. How does UNICEF differentiate itself from other international development organisations operating in Bhutan? From other UN agencies? (SP1)
 - 1.1. What are its comparative advantages? What unique benefits does UNICEF offer that others cannot match?
 - 1.2. In what ways is UNICEF a strategic partner?
2. What are the potential opportunities for UNICEF in Bhutan, in general, and WASH sector in particular? (SP2)
 - 2.1. What are the potential risks or threats?
 - 2.2. What are the key strengths of UNICEF?
 - 2.3. Where are key areas of improvement for UNICEF Bhutan as an organisation?
 - 2.4. What can/should UNICEF do to benefit from the opportunities or to overcome weaknesses to deliver on its promise?
3. What opportunities are there for UNICEF to strengthen its role in developing social protection schemes beyond His Majesty's Kidu? How has UNICEF influenced public financing in Bhutan to direct greater resources for the most vulnerable? (SP3)
4. What are the emerging priorities and plans of the Bhutan government related to WASH, considering the changing contexts? (SP4)
 - 4.1. What should UNICEF do to better position itself in the context of new government priorities in WASH?
 - 4.2. In what ways can climate resilience be further strengthened in the WASH Programme? Are there plans within the programme to strengthen climate resilience of WASH facilities?
5. What role, if any, did UNICEF play as a coordinating agency with respect to WASH and with what success? (SP5)
 - 5.1. What opportunities and challenges are there with respect to UNICEF's coordinating role? How can it benefit from the existing opportunities?
 - 5.2. How can UNICEF further strengthen its role and performance with respect to its coordinating role?

Lessons learned and recommendations

1. What do you consider are the key lessons learned in the WASH programme in the last 4 to 5 years?
2. Do you have any other recommendations to improve the programme?

Final point

Is there anything else you want to add?

Closing

- Check for remaining questions.
- Thank the respondent/s.

5.2 Interview guide for government partners

Introductory questions

1. Please tell us about your position, role, the organisation you represent (in case of government officials, at national/district level?)
2. Please explain how long you have been associated with UNICEF and the level of engagement? What is the history of your organisation's/department's engagement with UNICEF Bhutan Country Office (CO)?
3. In which projects have you participated in collaboration with UNICEF Bhutan CO?
4. How was it decided to focus on current areas of engagement, if any, with UNICEF?

Relevance

1. What are the key WASH issues in Bhutan? (R1)
2. Based on your knowledge, what key WASH issues were prioritized by UNICEF? How were needs related to WASH identified and prioritized? (R2)
 - 2.1. Were you or your agency/organisation consulted by UNICEF to understand the WASH related needs? (Probe: Do you know of any other agencies or individuals which might have been consulted by UNICEF?)
 - 2.2. Are you aware of any contextual factors (social, economic, cultural, etc.) that were taken into consideration in the design and implementation of BCO WASH programmes and services?
 - 2.3. Based on your knowledge of UNICEF WASH programme, to what extent were UNICEF WASH programme interventions appropriate to address the needs? (Probe: The already collected information reveal that there are disparities among different regions in terms of access to WASH facilities. Which regions lag behind in terms of access to WASH? Similarly, urban sanitation was identified as an important issue. Do you know if these and other differentiated needs were addressed? How was regional equity ensured? What could have been done better?)
 - 2.4. How are national priorities reflected in the UNICEF WASH programme?
3. What key interventions of UNICEF's WASH programme are you aware of or involved in? (R1/R2)
 - 3.1. To what extent has the programme interventions addressed the needs of marginalized groups such as women, elderly and persons with disabilities? Who else are marginalised groups in the context of WASH?
 - 3.2. How successful was the UNICEF programme in meeting national priorities and in contextualizing global priorities for local needs?
 - 3.3. Do you know of any challenges associated with implementation of WASH programmes/interventions?
4. In your view, to what extent were the assumptions made by UNICEF while designing the programme correct? (R2) (Probe: The assumptions include (1) WASH would remain a priority area for the government, resulting in "adequate budget allocations and incremental increases in investments along with need based deployment of human resources; (2) there would be positive policy environment; (3) global standards would be adopted leading to "increased investment for procurement, supply and maintenance of equipment by the government; (4) more opportunities would be available to diversify partnerships; and (5) there would be predictable Government funding and disbursement at different levels with greater transparency and accountability.)
5. What important changes occurred in the context during the implementation of Country Programme (2019-2023)? (R3)
6. How was UNICEF's work related to WASH affected by changes in the context brought about by the COVID-19 pandemic?
 - 6.1. What changes/adjustments in the programme design and key strategies were you aware of?
 - 6.2. How did UNICEF WASH programme use the opportunities provided by COVID-19?
7. Do you know if UNICEF WASH Programme leveraged resources to promote WASH? Did COVID-19 help UNICEF to mobilize additional resources for WASH? What could UNICEF do better in the future to leverage resources to support WASH interventions? (R4)
8. In your view, were there any WASH-related needs/priorities that remained unaddressed or under addressed? (R5) (Probe: If yes, what are those and why did those remain unaddressed? What critical interventions for WASH have been missed or given little attention? Did you think that the strategy to strengthening already existing interventions may have diluted the focus on upstream activities and integration?) Will these missed interventions or opportunities remain relevant for future programming?

Effectiveness

1. What important changes have occurred in the WASH systems in Bhutan over the past four years or since 2019? (E1)
 - 1.1. What role did UNICEF play in bringing about these changes?
 - 1.2. Which other actors had a role in bringing about these changes?
 - 1.3. What WASH systems strengthening interventions were supported by UNICEF?
 (Probe: The document review points to the endorsement of National Sanitation and Hygiene Policy 2020 and National Strategy for WASH in Healthcare Facilities and development of National Public Toilet Guidelines by the Ministry of Works and Human Settlement. Were there any other UNICEF-supported legislation, policy,

plan, coordination mechanism or systems/process-related changes on WASH? If yes, can you provide more information about how these changes were brought about?)

2. What short-term/intermediate results were delivered as a result of UNICEF's WASH interventions? (E3)
 - 2.1. Which short-term/intermediate results were not achieved and why?
 - 2.2. In your view, to what extent have government and partners' capacity to deliver WASH services in communities and institutions have improved due to UNICEF support? What is the evidence of this improvement?
3. Do you know of any challenges that UNICEF might have faced in achieving these? (Probe: The risks UNICEF had identified at the design stage were: 1) the changing political context in the country; (2) unpredictable funding environment owing to the transitioning of Bhutan and gradual donor withdrawal; (3) lack of sense of urgency to address WASH deprivations; (4) cultural beliefs and social norms; (5) lack of resources for increasing key health staff strength; and (6) likely impacts of climate change and occurrence of natural disasters." Which is of these risks were realised? Which risks were not realised? Which risks were successfully managed and how?)
4. What are the major influencing factors – external or internal, that either facilitated the achievements of results or hindered them? (E4)
 - 4.1. Probe: To what extent are cultural beliefs a factor in facilitating and/or hindering achievements of results in WASH? Were dispersed population and location of institutions in difficult to access areas a factor as well?
 - 4.2. How did these factors affect the WASH programme delivery?
 - 4.3. How did UNICEF respond to constraining factors? Which factors were outside the control of UNICEF?
5. Were there any positive and negative unintended outcomes related to UNICEF's work in WASH? Probe: Could these have been foreseen and managed? How could these be managed better? (E5)
6. How did the COVID-19 pandemic affect the programme delivery and how did UNICEF WASH programme respond to it? What WASH related reprogramming had to be done? (E6)
 - 6.1. What UNICEF-supported COVID-19 response activities are you aware of?
 - 6.2. How effective were WASH related COVID-19 response activities?
7. What do you know about UNICEF's WASH interventions in monastic institutions? (E7)
 - 7.1. Do you know about any outcomes of WASH interventions in monastic institutions? Were the interventions effective in bringing change? Why?
 - 7.2. What, if any, strategies, interventions, or activities being implemented by the WASH programme in monastic institutions can be considered as good practice/s? How can these good practices in monastic institutions be replicated or scaled up/institutionalized across monastic institutions?
8. Do you think UNICEF has the technical and financial capacity to implement WASH interventions efficiently? Probe: Are there any areas where you think UNICEF can improve on to carry out its work more efficiently? What are these? (E8)

Sustainability

1. What specific strategies or mechanisms for sustainability do you know of that were implemented or embedded in the WASH Programme? Probe: What kind of technical support for capacity building opportunities were provided to strengthen WASH systems? How did capacity building interventions contribute to sustainability of results? (ST1)
2. What are the positive changes and effects of UNICEF WASH programme at the national and district levels?
3. To what extent are the positive changes and effects the WASH Programme sustainable at the national and district levels without programme interventions? (ST2)
4. Which results or achievements of the WASH programme are likely to be sustainable? Why do you think so? (ST3)
5. Are you aware of any integration between the WASH programme and other UNICEF programmes? If yes, how is this contributing to sustainability of results? What are the results of integration, if any? Probe: To what extent did UNICEF move away from vertical programming to integrated programming? (ST3)
6. What, if any, emergency interventions related to WASH were undertaken during the current country programme? How about any measures taken in the context of COVID-19? (ST4)
 - 6.1. What measures were taken to link humanitarian actions with development?
 - 6.2. What was the result of strategies adapted for linking humanitarian actions with development?
7. What role, if any, did UNICEF play in influencing allocation of resources to promote or support WASH? (ST5)
 - 7.1. How has government allocation been for WASH? Has it increased, sustained, or decreased in the recent years?
 - 7.2. What strategies did UNICEF adopt to achieve either increased allocation or sustained allocation? What was the role of advocacy? How effective were these in ensuring/promoting resource allocation? (ST6)

Gender and equity

1. What strategies do you know of were put in place to ensure that the WASH interventions carry and promote principles of equity, disability, social inclusion, and gender responsiveness? (ST3)

2. What strategies or mechanism have been put in place to ensure sustainability of results, especially results related to equity and gender? Probe: Are there any results achieved by the programme that specifically address concerns related to gender and equity? (ST3)

Strategic positioning

1. How would you differentiate UNICEF from other international development organisations operating in Bhutan? From other UN agencies? (SP1)
 - 1.1. What are its comparative advantages? What unique benefits does UNICEF offer that others cannot match?
 - 1.2. In what ways is it a strategic partner? To what extent has UNICEF worked in collaboration with other partners in the country to benefit children and most vulnerable?
2. What are the potential opportunities for UNICEF in Bhutan, in general, and WASH sector in particular? (SP2)
 - 2.1. What are the potential risks or threats?
 - 2.2. What are the key strengths of UNICEF?
 - 2.3. Where are key areas of improvement for UNICEF Bhutan as an organisation?
 - 2.4. What can/should UNICEF do to benefit from the opportunities or to overcome weaknesses to deliver on its promise?
3. What opportunities are there for UNICEF to strengthen its role in developing social protection schemes beyond His Majesty's Kidu? Probe: How has UNICEF influenced public financing in Bhutan to direct greater resources for the most vulnerable? (SP3)
4. What are the continuing and emerging priorities and plans of the Bhutan government related to WASH? (SP4)
 - 4.1. What should UNICEF do to better position itself in the context of new government priorities in WASH?
 - 4.2. In what ways can climate action be further integrated in WASH programming? Is this an area of interest/priority within your agency?
5. What role, if any, did UNICEF play as a coordinating agency with respect to WASH, and with what success? (SP5)
 - 5.1. What opportunities are there with respect to UNICEF's coordinating role? How can it benefit from the existing opportunities?
 - 5.2. What challenges are there with respect to UNICEF's coordinating role? How can it better address these challenges?
6. How can UNICEF further strengthen its role and performance with respect to its coordinating role?

Lessons and recommendations

- What do you consider are the key lessons learned in the WASH programme in the last 4 to 5 years?
- Do you have any other recommendations to improve the programme?

Final point

Is there anything else you want to add?

5.3 Interview guide for non-state actors (CSOs, NGOs, academia, etc.)

GUIDE FOR SEMI-STRUCTURED KEY INFORMANT INTERVIEW

Introductory questions

1. Please tell us about your position, role, the organisation you represent (in case of government officials, at national/district level?)
2. Please explain how long you have been associated with UNICEF and the level of engagement? What is the history of your organisation's/department's engagement with UNICEF Bhutan Country Office (CO)?
3. In which projects have you participated in collaboration with UNICEF Bhutan CO?
4. How was it decided to focus on current areas of engagement, if any, with UNICEF?

Relevance

1. What are the key WASH issues in Bhutan? (R1)
2. Based on your knowledge, what key WASH issues were prioritised by UNICEF? How were needs related to WASH identified and prioritized? (R2)
 - 2.1. Were you or your agency/organisation consulted by UNICEF to understand the WASH related needs? (Probe: Do you know of any other agencies or individuals which might have been consulted by UNICEF? It seems that the WASH programme design was informed by different assessments reports and consultations.)
 - 2.2. Are you aware of any contextual factors (social, economic, cultural, etc.) that were taken into consideration in the design and implementation of BCO WASH programmes and services?
 - 2.3. Based on your knowledge of UNICEF WASH programme, to what extent were UNICEF WASH programme interventions appropriate to address the needs? (Probe: The already collected information reveal that there are disparities among different regions in terms of access to WASH facilities. Which regions lag behind in terms of access to WASH? Similarly, urban sanitation was

- identified as an important issue. Do you know if these and other differentiated needs were addressed? How was regional equity ensured? What could have been done better?)
- 2.4. How are national priorities reflected in the UNICEF WASH programme?
 3. What key interventions of UNICEF's WASH programme are you aware of or involved in? (R1/R2)
 - 3.1. To what extent has the programme interventions addressed the needs of marginalized groups such as women, elderly and persons with disabilities? Who else are marginalised groups in the context of WASH?
 - 3.2. How successful was the UNICEF programme in meeting national priorities and in contextualizing global priorities for local needs?
 - 3.3. Do you know of any challenges associated with implementation of WASH programmes/interventions?
 4. In your view, to what extent were the assumptions made by UNICEF while designing the programme correct? (R2) (Probe: The assumptions include (1) WASH would remain a priority area for the government, resulting in "adequate budget allocations and incremental increases in investments along with need based deployment of human resources; (2) there would be positive policy environment; (3) global standards would be adopted leading to "increased investment for procurement, supply and maintenance of equipment by the government; (4) more opportunities would be available to diversify partnerships; and (5) there would be predictable Government funding and disbursement at different levels with greater transparency and accountability.)
 5. What important changes occurred in the context during the implementation of Country Programme (2019-2023)? (R3)
 6. How was UNICEF's work related to WASH affected by changes in the context brought about by the COVID-19 pandemic?
 - 6.1. What changes/adjustments in the programme design and key strategies were you aware of?
 - 6.2. How did UNICEF WASH programme use the opportunities provided by COVID-19?
 7. Do you know if UNICEF WASH Programme leveraged resources to promote WASH? Did COVID-19 help UNICEF to mobilize additional resources for WASH? What could UNICEF do better in the future to leverage resources to support WASH interventions? (R4)
 8. In your view, were there any WASH-related needs/priorities that remained unaddressed or under addressed? (R5) (Probe: If yes, what are those and why did those remain unaddressed? What critical interventions for WASH have been missed or given little attention? Did you think that the strategy to strengthening already existing interventions may have diluted the focus on upstream activities and integration?) Will these missed interventions or opportunities remain relevant for future programming?

Effectiveness

1. What important changes have occurred in the WASH systems in Bhutan over the past four years or since 2019? (E1)
 - 1.1. What role did UNICEF play in bringing about these changes?
 - 1.2. Which other actors had a role in bringing about these changes?
 - 1.3. What WASH systems strengthening interventions supported by UNICEF are you aware of?
2. What short-term/intermediate results were delivered as a result of UNICEF's WASH interventions? (E3)
 - 2.1. Which short-term/intermediate results were not achieved and why?
 - 2.2. In your view, to what extent have government and partners' capacity to deliver WASH services in communities and institutions have improved due to UNICEF support? What is the evidence of this improvement?
 - 2.3. Do you know of any challenges that UNICEF might have faced in achieving these? (Probe: The risks UNICEF had identified at the design stage were: 1) the changing political context in the country; (2) unpredictable funding environment owing to the transitioning of Bhutan and gradual donor withdrawal; (3) lack of sense of urgency to address WASH deprivations; (4) cultural beliefs and social norms; (5) lack of resources for increasing key health staff strength; and (6) likely impacts of climate change and occurrence of natural disasters." Which is of these risks were realised? Which risks were not realised? Which risks were successfully managed and how?)
3. What are the major influencing factors – external or internal, that either facilitated the achievements of results or hindered them? (E4)
 - 3.1. Probe: To what extent are cultural beliefs a factor in facilitating and/or hindering achievements of results in WASH? Were dispersed population and location of institutions in difficult to access areas a factor as well?
 - 3.2. How did these factors affect the WASH programme delivery?
 - 3.3. How did UNICEF respond to constraining factors? Which factors were outside the control of UNICEF?
4. Were there any positive and negative unintended outcomes related to UNICEF's work in WASH? Could these have been foreseen and managed? How could these be managed better? (E5)
5. How did the COVID-19 pandemic affect the programme delivery and how did UNICEF WASH programme respond to it? What WASH related reprogramming had to be done? (E6)
 - 5.1. What UNICEF-supported COVID-19 response activities are you aware of?
 - 5.2. How effective were WASH related COVID-19 response activities?
6. What do you know about UNICEF's WASH interventions in monastic institutions? (E7)

- 6.1. Do you know about any outcomes of WASH interventions in monastic institutions? Were the interventions effective in bringing change? Why?
- 6.2. What, if any, strategies, interventions, or activities being implemented by the WASH programme in monastic institutions can be considered as good practice/s? How can these good practices in monastic institutions be replicated or scaled up/institutionalized across monastic institutions?
7. Do you think UNICEF has the technical and financial capacity to implement WASH interventions efficiently? Are there any areas where you think UNICEF can improve on to carry out its work more efficiently? What are these? (E8)

Sustainability

1. What specific strategies or mechanisms for sustainability do you know of that were implemented or embedded in the WASH Programme? Probe: What kind of technical support for capacity building opportunities were provided to strengthen WASH systems? How did capacity building interventions contribute to sustainability of results? (ST1)
2. What are the positive changes and effects of UNICEF WASH programme at the national and district levels? To what extent are the positive changes and effects the WASH Programme sustainable at the national and district levels without programme interventions? (ST2)
3. Which results or achievements of the WASH programme are likely to be sustainable? Why do you think so? (ST3)
4. Are you aware of any integration between the WASH programme and other UNICEF programmes? If yes, how is this contributing to sustainability of results? What are the results of integration, if any? To what extent did UNICEF move away from vertical programming to integrated programming? (ST3)
5. What, if any, emergency interventions related to WASH were undertaken during the current country programme? How about any measures taken in the context of COVID-19? (ST4)
 - 5.1. What measures were taken to link humanitarian actions with development?
 - 5.2. What was the result of strategies adapted for linking humanitarian actions with development?
6. What role, if any, did UNICEF play in influencing allocation of resources to promote or support WASH? (ST5)
 - 6.1. How has government allocation been for WASH? Has it increased, sustained, or decreased in the recent years?
 - 6.2. What strategies did UNICEF adopt to achieve either increased allocation or sustained allocation? What was the role of advocacy? How effective were these in ensuring/promoting resource allocation? (ST6)

Gender and Equity

1. What strategies do you know of were put in place to ensure that the WASH interventions carry and promote principles of equity, disability, social inclusion, and gender responsiveness? (ST3)
2. What strategies or mechanism have been put in place to ensure sustainability of results, especially results related to equity and gender? Are there any results achieved by the programme that specifically address concerns related to gender and equity? (ST3)

Strategic positioning

1. How would you differentiate UNICEF from other international development organisations operating in Bhutan? From other UN agencies? (SP1)
 - 1.1. What are its comparative advantages? What unique benefits does UNICEF offer that others cannot match?
 - 1.2. In what ways is it a strategic partner? To what extent has UNICEF worked in collaboration with other partners in the country to benefit children and most vulnerable?
2. What are the potential opportunities for UNICEF in Bhutan, in general, and WASH sector in particular? (SP2)
 - 2.1. What are the potential risks or threats?
 - 2.2. What are the key strengths of UNICEF?
 - 2.3. Where are key areas of improvement for UNICEF Bhutan as an organisation?
 - 2.4. What can/should UNICEF do to benefit from the opportunities or to overcome weaknesses to deliver on its promise?
3. What opportunities are there for UNICEF to strengthen its role in developing social protection schemes beyond His Majesty's Kidu? How has UNICEF influenced public financing in Bhutan to direct greater resources for the most vulnerable? (SP3)
4. What are the continuing and emerging priorities and plans of the Bhutan government related to WASH? (SP4)
 - 4.1. What should UNICEF do to better position itself in the context of new government priorities in WASH?
 - 4.2. In what ways can climate action be further integrated in WASH programming? Is this an area of interest/priority within your agency?
5. What role, if any, did UNICEF play as a coordinating agency with respect to WASH, and with what success? (SP5)
 - 5.1. What opportunities are there with respect to UNICEF's coordinating role? How can it benefit from the existing opportunities?
 - 5.2. What challenges are there with respect to UNICEF's coordinating role? How can it better address these challenges?
 - 5.3. How can UNICEF further strengthen its role and performance with respect to its coordinating role?

Lessons learned and recommendations

1. What do you consider are the key lessons learned in the WASH programme in the last 4 to 5 years?
2. Do you have any other recommendations to improve the programme?

Final point

Is there anything else you want to add?

Closing

- Check for remaining questions.
- Thank the respondent/s.

6. Education

6.1 Interview guide for UNICEF Programme staff

GUIDE FOR SEMI-STRUCTURED KEY INFORMANT INTERVIEW

Introductory questions

1. Please tell us about your position and role.
2. Please explain how long you have been working with UNICEF.
3. How long have you been working with UNICEF's Education Programme?

Relevance

1. What are the key education issues in Bhutan? (R1) Probe (as needed): The situation analysis conducted in 2017 identified the following issues: (1) poor access to quality inclusive and ECCD programmes; (2) limited access to education for vulnerable groups such as CWD and out-of-school children; (3) high dropout and repetition at transition grades, and poor transition to tertiary education especially for girls; (4) poor learning outcomes including transversal skills; and (5) inadequate safe and conducive learning environment. In your view, what are the more important education issues?
2. How were the needs of children and adolescents related to education identified and prioritized? (R2)
 - 2.1. Who were involved and consulted in the programming/planning stage? Are children and/or adolescents involved in this process?
 - 2.2. How were target groups identified? How are disadvantaged groups identified?
 - 2.3. How were disparities across regions/districts addressed during programming? During implementation?
 - 2.4. Which needs could not be addressed and why?
3. How adequate are the programme strategies and interventions in attaining the intended goals? In addressing the bottlenecks?
4. How successful were the UNICEF education interventions in meeting national priorities and contextualizing global priorities/targets for local needs? (Probe: To what extent has the programme addressed the needs of marginalized groups?) (R2)
5. To what extent were the assumptions of the theory of change as noted in the PSN proven correct? (R1) Probe (as needed): Has education remained a high priority area of the government? Did this translate into increasing investments? Has there been increased commitment to address quality of education through strengthening the early years/ECCD programmes to create solid foundations for children? Has the sector been more open to discussions on addressing social and gender norms and related harmful practices to improve education outcomes? Have cross sectoral engagements strengthened? How realistic were these assumptions? Which assumptions were proven wrong and why? How did these affect the programme?
6. What important changes occurred in context of Bhutan during the implementation of Country Programme (2019 – 2023)? (R3)
7. How was UNICEF's work related to education affected by changes in the context, more specifically by COVID-19? How did the programme respond to these changes and with what success? (Probe: How were the most disadvantaged sectors reached by UNICEF during the pandemic?) (R3)
8. What did UNICEF Health Programme do to leverage resources to promote education? (R4)
 - 8.1. Which other players contributed to this?
 - 8.2. How could resource leveraging efforts be improved in the future?
9. Were there any education needs/priorities that remained unaddressed or under addressed? If yes, what are those and why did those remain unaddressed? (R5)
 - 9.1. If you were to design the education programme again, what would you do differently?
 - 9.2. Will these missed interventions remain relevant for future programming?

Effectiveness

1. What are the disadvantaged sections of communities targeted by UNICEF Bhutan in education? How were the groups selected? (E2)
 - 1.1. How are they benefitting through UNICEF interventions?

- 1.2. What are the forms of assistance provided to targeted communities in education? How effective was the programme in reaching the most disadvantaged sections of the communities?
- 1.3. What are the emerging good practices in the education programme in the targeted communities?
2. What is UNICEF's contribution to education system building in the country? (E1)
 - 2.1. Describe the system building approach and systems strengthening-related interventions of UNICEF.
 - 2.2. What challenges were faced in the implementation of activities that support education system building? How were these challenges addressed?
 - 2.3. Describe any emerging good practices of UNICEF in system building/strengthening mechanisms in education?
3. What do you consider are the short-term gains of the education programme in the past 4 years? (E3)
 - 3.1. Which strategies worked? Which did not? Why?
 - 3.2. To what extent have government and partners increased their capacities due to UNICEF support/interventions? What evidence is there to suggest that their capacities have increased? Probe as needed:
 - To what extent have government and partners increased their ability to advocate for, analyse and develop/revise policies, legislation, strategies and action plans, standards and guidelines on ECCD, quality basic, inclusive and gender-responsive adolescent education? increased their ability to collect, analyse, present and utilise quality education data?
 - To what extent have the education workforce and teachers increased their skills and capacities for ECCD, quality basic, inclusive, gender-responsive and skills-based adolescent education, on quality standards, alternative learning options, and learning assessment?
 - To what extent have government and partners increased their knowledge and capacity for disaster management for the education sector? To what extent have schools and local education governance structures increased their knowledge and capacities in DRR and development of school safety plans?
 - To what extent have government and partners increased their ability to develop and implement a comprehensive SBC strategy on ECCD and inclusive education? To what extent have service providers increased their ability to facilitate community dialogue on ECCD, basic, inclusive, and gender-equitable education?
4. What are the facilitating factors in the delivery of Bhutan Country Programme results for education? What influence do these factors have in the achievement of outcomes? (E4)
5. What are the constraining factors in the delivery of Bhutan Country Programme results for education? What influence do these factors have in the achievement of outcomes? How did UNICEF respond to constraining factors? Which factors are within or beyond control of the UNICEF Office?
6. What are the positive/ negative unintended outcomes related to UNICEF's work in the education programme? Could these have been foreseen and managed? How could these be managed better? (E5)
7. What major changes have occurred in political and economic contexts since the beginning of the Bhutan Country Programme in 2019? What changes/adjustments to the education programme or its implementation modalities were made because of the changes in contexts? (E6)
8. How did COVID-19 affect the programme delivery and how did UNICEF education programme respond to it? What education related reprogramming had to be done? How effective were COVID-19 response interventions? (E6)
9. What are the education interventions in monastic institutions? (E7)
 - 9.1. What interventions were implemented in monastic institutions and nunneries? Probe (as needed): How were monastic institutions selected? How were education-related needs in monastic institutions identified?
 - 9.2. How effective were the education interventions? What changes/results were brought about by the interventions? Probe as needed:
 - What are the results of strengthening the curricula and education of monastic institutions and nunneries through integration of inclusivity and gender-equity principles?
 - Were English literacy and numeracy components successfully integrated in regular curriculum? Was the physical education and sports programme adapted and implemented in a cultural- and gender-sensitive manner? Were these interventions successful in bringing change? What results have been observed?
 - 9.3. What emerging good practices in monastic institutions can be replicated or scaled up/ institutionalized across monastic institutions?
10. How efficient was the country programme delivery in terms of financial resources? (E8) (Ask financial records related to: (1) source of funds: target vs actual; (2) utilisation of funds: target vs actual.)
11. How efficient was the country programme delivery in terms of human resources? (E8) (Ask for updated copy of organizational structure and staff per unit and budget per programme.)
12. How could Bhutan Country Programme improve its efficiency in the next country programme? (E8)

Sustainability

1. To what extent have UNICEF interventions contributed to strengthening education systems? What specific strategies or mechanisms for sustainability were implemented or embedded in interventions on education? (ST1)
 - 1.1. Probe as needed: How are upstream activities, capacity building of government, school personnel and other service providers, and awareness raising at community level contributing to sustainability?

- 1.2. How has UNICEF exit plan been implemented? How did this affect implementation and sustainability of programmes/interventions?
2. How were the institutional capacities of the targeted partners (Ministry of Education, Ministry of Works and Human Settlement, Ministry of Health, Ministry of Labor and Human Resources, Department of Youth and Sports, Gross National Happiness Commission, Parliament, National Commission for Women and Children, or any other stakeholders) strengthened? To what extent were these initiatives sustainable?
3. What interventions were adopted for education programme that led to longer term/sustainable systems strengthening?
4. What are the positive changes and effects of UNICEF programmes at the national level? district level? (Probe: To what extent will the positive effects of the education programme be sustained without programme interventions?) (ST2)
5. How sustainable are the UNICEF emergency interventions in the educator sector during COVID-19? (Probe: What measures were implemented to ensure sustainability of initiatives provided by UNICEF during emergency situations?) (ST4)
6. Does the education programme include any elements of integration with other programmes? If yes, how is this contributing to sustainability of results?
7. What has been UNICEF's role in influencing allocation of resources and in what ways is the government helping to protect this pattern of financing, especially in the education sector? (ST5)
 - 7.1. In what ways, if any, did UNICEF influence budget allocation by the government to address education issues?
 - 7.2. What role, if any, did UNICEF play in helping to protect pattern of public financing to support education?
8. In what ways has UNICEF's advocacy and support for the education system promoted/facilitated resource allocation/financing within government in the various sectors (where UNICEF work)? (ST6)
 - 8.1. How has government allocation been for education? Has it increased, sustained or decreased in the recent years?
 - 8.2. What were the advocacy and support mechanisms provided by UNICEF in relation to resource allocation in education?
 - 8.3. How effective were these in ensuring/promoting resource allocation for Education?

Gender and equity

1. What strategies were put in place to ensure that the education programme carries and promotes principles of equity, disability, social inclusion, and gender responsiveness? (ST3)
2. Are there any results achieved by the programme that specifically address concerns related to gender and equity? Please cite examples. (ST3)

Strategic positioning

1. To what extent has UNICEF positioned itself as a strategic partner in the country context? (SP1)
 - 1.1. How does UNICEF differentiate itself from other international development organisations operating in Bhutan? What are its comparative advantages?
 - 1.2. How does it perform its core activities differently relative to other organisations and other UN agencies?
2. What role should UNICEF play in the future? How can UNICEF position itself for better integration of UNICEF programmes while addressing the bottlenecks in planning, designing and implementation? (SP2)
 - 2.1. What are the potential opportunities for UNICEF in Bhutan?
 - 2.2. What are the potential risks or threats?
 - 2.3. What are the key strengths of UNICEF?
 - 2.4. Where are key areas of improvement for UNICEF Bhutan as an organization? In relation to education programming?
3. In what ways can UNICEF strategically position itself in Education within a changing context given government priorities and plans? (SP4)
 - 3.1. What should UNICEF do to better position itself in the context of new government priorities in education?
 - 3.2. In what ways can climate action be further integrated in Education programming?
4. What continued coordinating role should UNICEF play given its comparative advantage and history in the country? (SP5)
 - 4.1. What role did UNICEF play as a coordinating agency in the education sector and with what success?
 - 4.2. How can UNICEF further strengthen its role and performance with respect to its coordinating role in the education sector?

Lessons and recommendations

1. What do you consider are the key lessons learned in education programmes in the last 4 to 5 years?
2. Do you have any other recommendations to improve the education programme?

Final point

Is there anything else you want to add?

Closing

- Check for remaining questions.

- Thank the respondent/s.

6.2 Interview guide for government partners

GUIDE FOR SEMI-STRUCTURED KEY INFORMANT INTERVIEW

Introductory questions

1. Please tell us about your position, role, and the organisation you represent (in case of government officials, at national/district level?)
2. Please explain how long you have been associated with UNICEF and the level of engagement? What is the history of your organisation's/department's engagement with UNICEF Bhutan Country Office (CO)?
3. In which projects have you participated in collaboration with UNICEF Bhutan CO?
4. How was it decided to focus on current areas of engagement, if any, with UNICEF?

Relevance

1. What are the key education issues among children and adolescents in Bhutan? (R1)
2. Based on your knowledge, what key education-related issues were prioritized by UNICEF? How were needs related to education identified and prioritized? (R2)
 - 2.1. Were you or your agency/organisation consulted by UNICEF to understand the education-related needs of children and adolescents?
 - 2.2. To what extent were the needs of children, adolescents, and young people, especially the most marginalised, taken on board at the planning stages of the current UNICEF programme (2019-2023)? Are you aware of any consultations done with children and adolescents?
 - 2.3. In your view, what education needs/priorities have remained unaddressed? What else could UNICEF have done in these areas?
3. What key strategies and interventions of UNICEF's education programme are you aware of or involved in? (R1/R2)
 - 3.1. How is your agency/organization involved in any of these UNICEF interventions? What is your level of engagement?
 - 3.2. In your opinion, how adequate are the interventions to attain the outputs and outcomes? Were the strategies pursued adequate?
 - 3.3. What are the bottlenecks in the implementation of interventions and strategies?
 - 3.4. In your view, to what extent is climate change considered in education programming? What, if any, specific interventions were implemented related to this and with what success?
4. How successful were the UNICEF education interventions in meeting national priorities and contextualizing global priorities/targets for local needs? (R2)
 - 4.1. What are Bhutan's national priorities in education? To what extent are UNICEF interventions aligned and contributing to these priorities?
 - 4.2. In your view, to what extent has the programme addressed the needs of marginalized groups?
5. What critical interventions or result areas have been missing or received little attention in the country programming considering national priorities and UNICEF's mandate? (R2)
 - 5.1. In your view, what education-related needs and priorities have remained unaddressed and why?
 - 5.2. What could have UNICEF done differently or done better?
6. What important changes occurred in context of Bhutan during the implementation of Country Programme (2019 – 2023)? (R3)
7. In your view, how was UNICEF's work related to education affected by changes in the context, more specifically by COVID-19? How did the programme respond to these changes and with what success? (Probe: How were the most disadvantaged sectors reached by UNICEF during the pandemic? Do you see emerging good practices in the way UNICEF responded to changing contexts due to COVID-19?) (R3)
8. Do you know if UNICEF Education Programme leveraged any resources to promote education? What could UNICEF do better in the future to leverage resources to support/promote education needs/priorities? (R4)

Effectiveness

1. In your opinion, to what extent have UNICEF's Education programme managed to reach the most disadvantaged sections of the communities to improve the lives of children and women? (E2)
 - 1.1. How are disadvantaged sections of communities benefitting through UNICEF interventions?
 - 1.2. How effective was the Programme in reaching the most disadvantaged sections of the communities?
2. What, if any, is UNICEF's contribution to education system building in Bhutan? (E1)
 - 2.1. What policies, plans, and systems/processes related to education were developed or enhanced with UNICEF's support?
 - 2.2. What do you consider are achievements in systems building in education? What's was UNICEF's role or contribution, if any?
 - 2.3. What challenges were faced in the implementation of activities that support education system building? How were these challenges addressed by UNICEF?
 - 2.4. Describe any emerging good practices of UNICEF in system building/strengthening mechanisms in education?
3. What do you consider are the short-term gains of the UNICEF education programme in the past 4 years? (E3) (Probe: To what extent have government and partners increased their capacities due to UNICEF)

support/interventions? What evidence is there to suggest that their capacities have increased? Probe as needed:

- 3.1. To what extent have government and partners increased their ability to advocate for, analyse and develop/revise policies, legislation, strategies and action plans, standards and guidelines on ECCD, quality basic, inclusive and gender-responsive adolescent education? increased their ability to collect, analyse, present and utilise quality education data?
 - 3.2. To what extent have the education workforce and teachers increased their skills and capacities for ECCD, quality basic, inclusive, gender-responsive and skills-based adolescent education, on quality standards, alternative learning options, and learning assessment?
 - 3.3. To what extent have government and partners increased their knowledge and capacity for disaster management for the education sector? To what extent have schools and local education governance structures increased their knowledge and capacities in DRR and development of school safety plans?
 - 3.4. To what extent have government and partners increased their ability to develop and implement a comprehensive SBC strategy on ECCD and inclusive education? To what extent have service providers increased their ability to facilitate community dialogue on ECCD, basic, inclusive, and gender-equitable education?
 - 3.5. What are the emerging good practices of the Education Programme in generating desired outcomes?
4. In your view, what are the major influencing factors – external and/or internal that facilitated the achievement of results? (E4)
 - 4.1. What constraining factors can you identify? What influence do these factors have in the achievement of outcomes?
 - 4.2. Which factors were within or beyond control of the UNICEF Office?
 5. Were there any positive/ negative unintended outcomes related to UNICEF's work in education? Could these have been foreseen and managed? How could these be managed better? (E5)
 6. How did COVID-19 affect the programme delivery and how did UNICEF education programme respond to it? What education related reprogramming had to be done? (E6)
 - 6.1. What UNICEF-supported COVID-19 response activities are you aware of?
 - 6.2. How effective were COVID-19 response interventions?
 7. Are you aware of any interventions/ related to Education Programme provided by UNICEF to monastic institutions? If yes, can you share more information about the success (or not) of its implementation? (E7)
 - 7.1. Are you aware of education interventions implemented by UNICEF in monastic institutions and nunneries? Probe (as needed): How were monastic institutions selected? How were education-related needs in monastic institutions identified?
 - 7.2. How effective were the education interventions? What changes/results were brought about by the interventions? Probe as needed:
 - 7.2.1. What are the results of strengthening the curricula and education of monastic institutions and nunneries through integration of inclusivity and gender-equity principles?
 - 7.2.2. Were English literacy and numeracy components successfully integrated in regular curriculum? Was the physical education and sports programme adapted and implemented in a cultural- and gender-sensitive manner? Were these interventions successful in bringing change? How?
 - 7.3. What emerging good practices in monastic institutions can be replicated or scaled up/ institutionalized across monastic institutions?
 8. Do you think UNICEF has the technical and financial capacity to implement education interventions efficiently?) Probe as needed: Are there any areas where you think UNICEF can improve on to carry out its work more efficiently? What are these? (E8)

Sustainability

1. To what extent have UNICEF interventions contributed to strengthening education systems? (ST1)
 - 1.1. Do you know what specific strategies or mechanisms for sustainability were implemented or embedded in interventions on education?
 - 1.1.1. Probe as needed: How are upstream activities, capacity building of government, school personnel and other service providers, and awareness raising at community level contributing to sustainability?
 - 1.1.2. Are you aware of UNICEF's exit plan? How has it been implemented?
 - 1.2. How were the institutional capacities of the targeted partners strengthened? To what extent were these initiatives sustainable?
 - 1.2.1. Targeted partners may include: Ministry of Education, Ministry of Works and Human Settlement, Ministry of Health, Ministry of Labor and Human Resources, Department of Youth and Sports, Gross National Happiness Commission, Parliament, National Commission for Women and Children, or any other stakeholders
 - 1.2.2. Probe (as needed): Has there been increased commitment to address quality of education through strengthening the early years/ECCD programmes to create solid foundations for children? Have cross sectoral engagements strengthened?
 - 1.3. What interventions were adopted for education programme that led to longer term/sustainable systems strengthening?
2. What are the positive changes and effects of UNICEF programmes at the national level? district level? (ST2)
 - 2.1. Are education programme results sustainable at the national and district levels? To what extent will these changes/results be sustained without programme interventions?

- 2.2. Probe as needed: Has education remained a high priority area of the government? Did this translate into increasing investment in education by government and non-state actors?
3. Are you aware of any integration between the education programme and other UNICEF programmes? If yes, how is this contributing to sustainability of results? (ST3)
4. What are the results of the emergency interventions done by UNICEF? How sustainable are these results? Probe: What measures were implemented to ensure sustainability of initiatives provided by UNICEF during emergency situations? (ST4)
5. What, if any role, did UNICEF play in influencing allocation of resources by the government to promote or support education? (ST5)
 - 5.1. How has government allocation been for education? Has it increased, sustained, or decreased in the recent years?
 - 5.2. In what ways is UNICEF helping to protect the pattern of financing especially in education?
 - 5.3. What were the advocacy and support mechanisms provided by UNICEF in relation to resource allocation in education? How effective were these in ensuring/ promoting resource allocation for children? (ST6)

Gender and equity

1. What strategies were put in place to ensure that the education programme carries and promotes principles of equity, disability, social inclusion, and gender responsiveness? (ST3)
2. Are there any results achieved by the programme that specifically address concerns related to gender and equity? Please cite examples. Probe: Has the sector been more open to discussions on addressing social and gender norms and related harmful practices to improve education outcomes as a result of UNICEF interventions? (ST3)

Strategic positioning

1. How would you differentiate UNICEF from other international development organisations operating in Bhutan? From other UN agencies? (SP1)
 - 1.1. What are UNICEF's comparative advantages?
 - 1.2. In what ways is it a strategic partner? To what extent has UNICEF worked in collaboration with other partners in the country to benefit children and most vulnerable?
2. What are the potential opportunities for UNICEF in Bhutan, in general, and education in particular? (SP2)
 - 2.1. What are the potential opportunities for UNICEF in Bhutan?
 - 2.2. What are the potential risks or threats?
 - 2.3. What are the key strengths of UNICEF?
 - 2.4. Where are key areas of improvement for UNICEF Bhutan as an organisation?
3. What are the emerging priorities and plans of the Bhutan government related to education, considering the changing contexts? (SP4)
 - 3.1. What should UNICEF do to better position itself in the context of changing government priorities in education?
 - 3.2. In what ways can climate action be further integrated in education programming?
4. What role, if any, did UNICEF play as a coordinating agency with respect to the education sector and with what success? Probe: What challenges are there with respect to UNICEF's coordinating role? How can it better address these challenges? (SP5)
5. How can UNICEF further strengthen its role and performance with respect to its coordinating role?

Lessons and recommendations

6. What do you consider are the key lessons learned in UNICEF education programmes in the last 4 to 5 years?
7. Do you have any other recommendations to improve the education programme of UNICEF?

Final point

Is there anything else you want to add?

Closing

- Check for remaining questions.
- Thank the respondent/s.

6.3 Interview guide for non-state actors (CSOs, NGOs, academia, etc.)

GUIDE FOR SEMI-STRUCTURED KEY INFORMANT INTERVIEW

Introductory questions

1. Please tell us your role, and the organisation you represent.
2. Can you tell us a brief history of your organisation in Bhutan? What have been your organisation's key focus areas and key interventions in Bhutan?
3. What are the programmatic interventions that UNICEF and your organization partner on? (Interviewer to probe: specific intervention, timeframe of partnership, geographic scope, type of support provided)

4. How was it decided to focus on current areas of engagement, if any, with UNICEF?

Relevance

1. What do you think are the key education issues among children and adolescents in Bhutan? (R1)
2. Based on your knowledge, what key education-related issues were prioritized by UNICEF? How were needs related to education identified and prioritized? (R2)
 - 2.1. Were you or your agency/organisation consulted by UNICEF to understand the education-related needs of children and adolescents?
 - 2.2. To what extent were the needs of children, adolescents, and young people, especially the most marginalised, taken on board at the planning stages of the current UNICEF programme (2019-2023)? Are you aware of any consultations done with children and adolescents?
 - 2.3. In your view, what education needs/priorities have remained unaddressed? What else could UNICEF have done in these areas?
3. What key strategies and interventions of UNICEF's education programme are you aware of or involved in? (R1/R2)
 - 3.1. How is your agency/organization involved in any of these UNICEF interventions? What is your level of engagement?
 - 3.2. In your opinion, how adequate are the interventions to attain the outputs and outcomes? Were the strategies pursued adequate?
 - 3.3. What are the bottlenecks in the implementation of interventions and strategies?
 - 3.4. In your view, to what extent is climate change considered in education programming? What, if any, specific interventions were implemented related to this and with what success?
4. How successful were the UNICEF education interventions in meeting national priorities and contextualizing global priorities/targets for local needs? (R2)
 - 4.1. What are Bhutan's national priorities in education? To what extent are UNICEF interventions aligned and contributing to these priorities?
 - 4.2. In your view, to what extent has the programme addressed the needs of marginalized groups?
5. What critical interventions or result areas have been missing or received little attention in the country programming considering national priorities and UNICEF's mandate? (R2)
 - 5.1. In your view, what education-related needs and priorities have remained unaddressed and why?
 - 5.2. What could have UNICEF done differently or done better?
6. What important changes occurred in context of Bhutan during the implementation of Country Programme (2019 – 2023)? (R3)
7. In your view, how was UNICEF's work related to education affected by changes in the context, more specifically by COVID-19? How did the programme respond to these changes and with what success? (Probe: How were the most disadvantaged sectors reached by UNICEF during the pandemic? Do you see emerging good practices in the way UNICEF responded to changing contexts due to COVID-19?) (R3)
8. Do you know if UNICEF Education Programme leveraged any resources to promote education? What could UNICEF do better in the future to leverage resources to support/promote education needs/priorities? (R4)

Effectiveness

1. In your opinion, to what extent have UNICEF's Education programme managed to reach the most disadvantaged sections of the communities to improve the lives of children and women? (E2)
 - 1.1. How are disadvantaged sections of communities benefitting through UNICEF interventions?
 - 1.2. How effective was the Programme in reaching the most disadvantaged sections of the communities?
2. What, if any, is UNICEF's contribution to education system building in Bhutan? (E1)
 - 2.1. What policies, plans, and systems/processes related to education were developed or enhanced with UNICEF's support?
 - 2.2. What do you consider are achievements in systems building in education? What's was UNICEF's role or contribution, if any?
 - 2.3. What challenges were faced in the implementation of activities that support education system building? How were these challenges addressed by UNICEF?
 - 2.4. Describe any emerging good practices of UNICEF in system building/strengthening mechanisms in education?
3. What do you consider are the short-term gains of the UNICEF education programme in the past 4 years? (E3)
 - 3.1. To what extent have government and partners increased their capacities due to UNICEF support/interventions? What evidence is there to suggest that their capacities have increased?
 - 3.2. What are the emerging good practices of the Education Programme in generating desired outcomes?
4. In your view, what are the major influencing factors – external and/or internal that facilitated the achievement of results? (E4)
 - 4.1. What constraining factors can you identify? What influence do these factors have in the achievement of outcomes?
 - 4.2. Which factors were within or beyond control of the UNICEF Office?

5. Were there any positive/ negative unintended outcomes related to UNICEF's work in education? Probe: Could these have been foreseen and managed? How could these be managed better? (E5)
6. How did COVID-19 affect the programme delivery and how did UNICEF education programme respond to it? What education related reprogramming had to be done? (E6)
 - 6.1. What UNICEF-supported COVID-19 response activities are you aware of?
 - 6.2. How effective were COVID-19 response interventions?
7. Are you aware of any interventions/ related to Education Programme provided by UNICEF to monastic institutions? If yes, can you share more information about the success (or not) of its implementation? (E7) Probe (as needed):
 - 7.1. How were monastic institutions selected? How were education-related needs in monastic institutions identified?
 - 7.2. How effective were the education interventions? What changes/results were brought about by the interventions? Probe as needed:
 - 7.2.1. What are the results of strengthening the curricula and education of monastic institutions and nunneries through integration of inclusivity and gender-equity principles?
 - 7.2.2. Were English literacy and numeracy components successfully integrated in regular curriculum? Was the physical education and sports programme adapted and implemented in a cultural- and gender-sensitive manner? Were these interventions successful in bringing change? How?
 - 7.3. What emerging good practices in monastic institutions can be replicated or scaled up/ institutionalized across monastic institutions?
8. Do you think UNICEF has the technical and financial capacity to implement education interventions efficiently? Probe: Are there any areas where you think UNICEF can improve on to carry out its work more efficiently? What are these? (E8)

Sustainability

1. To what extent have UNICEF interventions contributed to strengthening education systems? (ST1)
 - 1.1. Do you know what specific strategies or mechanisms for sustainability were implemented or embedded in interventions on education?
 - 1.2. How were the institutional capacities of the targeted partners strengthened? To what extent were these initiatives sustainable?
 - 1.3. What interventions were adopted for education programme that led to longer term/sustainable systems strengthening?
2. What are the positive changes and effects of UNICEF programmes at the national level? district level? (ST2)
 - 2.1. Are education programme results sustainable at the national and district levels? To what extent will these changes/results be sustained without programme interventions?
 - 2.2. Probe as needed: Has education remained a high priority area of the government? Did this translate into increasing investment in education by government and non-state actors?
3. Are you aware of any integration between the education programme and other UNICEF programmes? If yes, how is this contributing to sustainability of results? (ST3)
4. What are the results of the emergency interventions done by UNICEF? How sustainable are these results? Probe: What measures were implemented to ensure sustainability of initiatives provided by UNICEF during emergency situations? (ST4)
5. What, if any role, did UNICEF play in influencing allocation of resources by the government to promote or support education? (ST5)
 - 5.1. How has government allocation been for education? Has it increased, sustained, or decreased in the recent years?
 - 5.2. In what ways is UNICEF helping to protect the pattern of financing especially in education?
 - 5.3. What were the advocacy and support mechanisms provided by UNICEF in relation to resource allocation in education? How effective were these in ensuring/ promoting resource allocation for children? (ST6)

Gender and equity

1. What strategies were put in place to ensure that the education programme carries and promotes principles of equity, disability, social inclusion, and gender responsiveness? (ST3)
2. Are there any results achieved by the programme that specifically address concerns related to gender and equity? Please cite examples. Probe: Has the sector been more open to discussions on addressing social and gender norms and related harmful practices to improve education outcomes as a result of UNICEF interventions? (ST3)

Strategic positioning

1. How would you differentiate UNICEF from other international development organisations operating in Bhutan? From other UN agencies? (SP1)
 - 1.1. What are UNICEF's comparative advantages?
 - 1.2. In what ways is it a strategic partner? To what extent has UNICEF worked in collaboration with other partners in the country to benefit children and most vulnerable?
2. What are the potential opportunities for UNICEF in Bhutan, in general, and education in particular? (SP2)
 - 2.1. What are the potential opportunities for UNICEF in Bhutan?
 - 2.2. What are the potential risks or threats?

- 2.3. What are the key strengths of UNICEF?
- 2.4. Where are key areas of improvement for UNICEF Bhutan as an organisation?
3. What are the emerging priorities and plans of the Bhutan government related to education, considering the changing contexts? (SP4)
 - 3.1. What should UNICEF do to better position itself in the context of changing government priorities in education?
 - 3.2. In what ways can climate action be further integrated in education programming?
4. What role, if any, did UNICEF play as a coordinating agency with respect to the education sector and with what success? (SP5)
 - 4.1. What challenges are there with respect to UNICEF's coordinating role? How can it better address these challenges?
 - 4.2. How can UNICEF further strengthen its role and performance with respect to its coordinating role?

Lessons and recommendations

1. What do you consider are the key lessons learned in UNICEF education programmes in the last 4 to 5 years?
2. Do you have any other recommendations to improve the education programme of UNICEF?

Final point

Is there anything else you want to add?

Closing

- Check for remaining questions.
- Thank the respondent/s.

7. Social Policy

7.1 Interview guide for UNICEF programme staff

GUIDE FOR SEMI-STRUCTURED KEY INFORMANT INTERVIEW

Introductory questions

3. What is your name, position, and how long you have been working with UNICEF?
4. How long have you been associated with the Social Policy Programme?
5. Please describe your role, specifically in the Social Policy Programme.

Relevance

1. What are the social policy related-issues confronting children and adolescents in Bhutan, especially the poorest and most vulnerable? (R1)
2. How were the needs related to social policy/social protection identified and prioritized? To what extent were the needs of children, adolescents, and young people taken on board? (R2)
 - 2.1. Who were involved in the programming/planning stage of the Social Policy Programme?
 - 2.2. Did needs differ among different regions/districts or different population groups in a meaningful way? How were those differentiated needs addressed?
 - 2.3. To what extent has UNICEF ensured that the needs of children, adolescents, and young people, especially the most marginalised, are considered in the planning and implementation of social policy programme?
 - 2.4. Which needs could not be addressed and why?
3. How adequate are the programme strategies and interventions in addressing the bottlenecks? In attaining the intended goals? (R1)
 - 3.1. There are bottlenecks identified in the TOC. How were the bottlenecks addressed? (Probe: We found limited evidence for activities / interventions to address (1) Enabling environment – inadequate equity-focused evidence to inform public decisions and enable socially inclusive policy making programming; (2) Quality – limited understanding of standards and services available and limited capacity of vulnerable groups to seek quality services)
 - 3.2. Probe: There are 8 interventions related to social policy programme. Were interventions to improve the capacity of government and partners adequate and relevant? What different interventions could be pursued for the next programming?
4. How are national priorities reflected in the UNICEF social policy programme? To what extent are these programmes aligned with national and international/global targets? (R2)
5. To what extent are risks to climate shocks/climate change analysed and considered in social policy programming? What, if any, specific interventions were implemented related to this and with what success?
6. What critical interventions or result areas have been missing or received little attention in the country programming considering national priorities and UNICEF's mandate and comparative advantage? (R5)

7. What important changes in context happened in Bhutan during the implementation of the Country Programme (2019-2023)? (R3)
8. How were UNICEF's social policy programme interventions affected by changes in contexts, specifically by COVID-19? How did the programme respond to these changes and with what success? How were the most disadvantaged sectors reached by UNICEF during the pandemic? How were the districts/most disadvantaged groups reached during the COVID response? (R3)
9. How did UNICEF Social Policy Programme leverage resources to promote child survival and development? (R4) (Probe: Can you cite examples or specific collaborations with other UNICEF programmes and these groups/organisations? Any collaboration on the development of National Decentralization Policy, Accelerating Mother and Child Health Policy, etc.?)

Effectiveness

1. What is UNICEF's contribution to social policy/social protection system building? Describe the system building approach of UNICEF specific to SP. (E1) (Probe: Have social inclusion perspectives been considered in the newly crafted policies on National Child Policy, National Disability Policy, Gender Equality Policy, National Decentralization Policy, National Youth Policy, Mother and Child Health Policy, and others?)
 - 1.1. What interventions were done related to: Gender-responsive, adolescent -friendly social policy programmes?
 - 1.2. To what extent has UNICEF contributed to enhancing the capacity of Bhutan's social policy system to prevent and respond to disasters?
 - 1.3. What are emerging good practices of UNICEF in social policy system building?
2. What are the disadvantaged sections of communities targeted by UNICEF Bhutan in social policy? How were the groups selected? (E2)
 - 2.1. How effective was the programme in reaching the most disadvantaged sections of the communities?
 - 2.2. What are the emerging good practices in the social policy programme in the targeted communities?
 - 2.3. Was the MPI used as basis for prioritising districts?
3. To what extent were programme short-term/intermediate results delivered? Did they contribute to progress toward programme outcomes?
 - 3.1. What are the actual results (short/intermediate results) of the social policy Programme against the planned results?
 - 3.2. Did the interventions contribute to targeted outputs and outcomes?
4. Please identify in the facilitating factors in the Bhutan Country Programme results. What influence do these factors have in the achievement of outcomes? (E4)
5. Please identify constraining factors in the Bhutan Country Programme. What influence do these factors have in the achievement/non-achievement of outcomes? How did UNICEF respond to constraining factors? Which factors are within or beyond control of the UNICEF Office? (E4)
6. What are the positive/ negative unintended outcomes of UNICEF support in the social policy programme? Could these have been foreseen and managed? How could these be managed better? (E5)
7. What major changes have occurred in political and economic contexts since the beginning of the Bhutan Country Programme in 2019? What changes/adjustments to the social policy programme or its implementation modalities were made because of the changes in contexts? (E6)
8. How did COVID-19 affect the programme delivery and how did UNICEF social policy programme respond to it? What social policy related reprogramming had to be done? Where there any social policy/protection interventions for COVID-19 response? If yes, how effective were COVID-19 response interventions? (E6)
9. What are the social policy/protection interventions in monastic institutions? (E7)
 - 9.1. How were monastic institutions selected? How were social protection-related needs in monastic institutions identified? (Probe: For the pension system, which Monasteries have been selected? What is the reach?)
 - 9.2. What are the outcomes of social policy programme in monastic institutions? What are the emerging outcomes of this pension system?
10. How efficient was the country programme delivery in terms of financial resources? (E8) (Ask financial records related to: (1) source of funds: target vs actual; (2) utilisation of funds: target vs actual.)
11. How efficient was the country programme delivery in terms of human resources? (E8) (Ask for updated copy of organizational structure and staff per unit and budget per programme.)
12. How could Bhutan Country Programme improve its efficiency in the next country programme? (E8)

Sustainability

1. Have UNICEF investments in social policy led to strengthening the systems for a sustainable change? (ST1)
 - 1.1. What specific strategies or mechanisms for sustainability were implemented or embedded in interventions on social policy? (ST1)
 - 1.2. Most donor agencies have an exit plan to nurture sustainability mechanisms in their processes. Does UNICEF have an exit plan? How will this affect implementation of programs?
 - 1.3. What interventions were adopted for social policy programme that led to longer term/sustainable systems strengthening?

- 1.4. How were the institutional capacities of the targeted partners (Ministry of Health, Ministry of Education, NCWC, Districts, others) strengthened? To what extent were these initiatives sustainable?
2. What are the positive changes and effects of UNICEF programmes at the national level? district level? To what extent will the positive effects of the social policy programme be sustained without programme interventions? (ST2)
3. Does the social policy programme include any elements of integration with other programmes? If yes, how is this contributing to sustainability of results? What are the emerging good programme strategies adopted by UNICEF BCO towards integration? (ST3)
4. How sustainable are the UNICEF emergency interventions in social policy? How about any measures taken in the context of COVID-19? What are the results of the emergency interventions done by UNICEF? How sustainable are these results? (ST4)
5. What, if any role, did UNICEF play in influencing allocation of resources by the government to promote or support social policy/protection? (ST5)
 - 5.1. How has government allocation been for social policy/protection? Has it increased, sustained, or decreased in the recent years?
 - 5.2. In what ways is UNICEF helping to protect the pattern of financing especially in social policy/protection?
 - 5.3. What were the advocacy and support mechanisms provided by UNICEF in relation to resource allocation in social policy/protection? How effective were these in ensuring/ promoting resource allocation for children? (ST6)

Gender and equity

1. What strategies were put in place to ensure that the social policy interventions carry and promote principles of equity, disability, social inclusion, and gender responsiveness? (ST3)
2. What strategies or mechanism have been put in place to ensure sustainability of results, especially results related to equity and gender? (ST3)
 - 2.1. Are there any results achieved by the programme that specifically address concerns related to gender and equity?

Strategic positioning

1. How does UNICEF differentiate itself from other international development organisations operating in Bhutan? From other UN agencies? (SP1)
 - 1.1. To what extent has UNICEF influenced the policies and plans of the government and other actors to make them child-centred and leverage resources?
 - 1.2. In what ways is UNICEF a strategic partner? To what extent has UNICEF worked in collaboration with other partners in the country to benefit children, especially the most vulnerable?
2. What are the potential opportunities for UNICEF in Bhutan, in general, and social policy/protection in particular? (SP2)
 - 2.1. What are the potential opportunities for UNICEF in Bhutan?
 - 2.2. What are the potential risks or threats?
 - 2.3. What are the key strengths of UNICEF?
 - 2.4. Where are key areas of improvement for UNICEF Bhutan as an organisation?
3. What opportunities are there for UNICEF to strengthen its role in developing social protection schemes beyond the Kidu programme? How has UNICEF influenced public financing in Bhutan to direct greater resources for the most vulnerable? (SP3)
4. What are the emerging priorities and plans of the Bhutan government related to social policy/protection? (SP4)
 - 4.1. What should UNICEF do to better position itself in the context of new government priorities in social protection action?
 - 4.2. In what ways can climate action be further integrated in social policy programming?
5. What role, if any, did UNICEF play as a coordinating agency and with what success? (SP5)
 - 5.1. What challenges are there with respect to UNICEF's coordinating role? How can it better address these challenges?
 - 5.2. How can UNICEF further strengthen its role and performance with respect to its coordinating role?

Lessons learned and recommendations

1. What do you consider are the key lessons learned in the social policy programme in the last 4 to 5 years?
2. Do you have any other recommendations to improve the social policy programme?

Final point

Is there anything else you want to add?

Closing

- Check for remaining questions.
- Thank the respondent/s.

7.2 Interview guide for government partners

GUIDE FOR SEMI-STRUCTURED KEY INFORMANT INTERVIEW

Introductory questions

1. Please tell us about your position, role, and the organization you represent (in case of government officials, at national/district level?)
2. Please explain how long you have been associated with UNICEF and the level of engagement? What is the history of your organisation's/department's engagement with UNICEF Bhutan Country Office (CO)?
3. Please tell us about the specific roles of your organization in the implementation of UNICEF's Social Policy Programme.
4. How was it decided to focus on current areas of engagement, if any, with UNICEF?

Relevance

1. In your view, what are the most pressing social protection issues faced by children and adolescents in Bhutan? (R1)
2. Based on your knowledge, what key social protection issues were prioritized by UNICEF? How were needs related to social protection identified and prioritized? (R2)
 - 2.1. Were you or your agency/organisation consulted by UNICEF to understand the social protection related needs?
 - 2.2. How were needs related to social policy identified during the planning/programming and implementation phases? Probe:
 - A situation analysis was done in 2017. Were there other assessments done after 2017? Who were the stakeholders consulted in these assessments? How did these assessments translate to social policy programming?
 - There was also mention of an evaluation of inclusive education in Bhutan, how was this used to make programming more needs-based and inclusive for children with disabilities?
 - An in-depth analysis of children with disabilities based on 2017 data was done, how was this used for targeted programming?
 - A study on the MVI- Bhutan has been conducted and yielded a vulnerability profile that could have been used as basis for programming and evidence-based policies. How were the results used as basis for programming?
 - 2.3. In your view, to what extent were the needs of children, adolescents and young people taken on board at the planning stages?
3. What key interventions of UNICEF's social policy/protection programme are you aware of or involved in? (R1/R2)
4. To what extent are UNICEF's interventions in social policy relevant to the needs of children, adolescents, and young people, especially the most marginalised in Bhutan? (R2)
 - 1.1. A problem reflected in UNICEF's TOC was that children and adolescents, including the most vulnerable, lack access to equitable, gender responsive and socially inclusive services and this is further expected to be impacted by Bhutan's graduation from LDC to LMIC status. How were disparities across regions etc. addressed during implementation?
 - 1.2. There was mention of the development of a Multidimensional Vulnerability Index (MVI) to help policy makers understand which regions and subgroups are most vulnerable during the pandemic and to estimate the investments needed to support these groups. What is the status of this MVI? How was this used in the planning process?
5. What important changes in context happened in Bhutan during the implementation of the Country Programme (2019-2023)? (R3)
6. In your view, how was UNICEF's work related to social policy/protection affected by changes in the context most specifically by COVID-19? What emerging needs were addressed by UNICEF intervention? (R3) Probe:
 - 6.1. How did it impact Social Policy programming? How were the most disadvantaged sectors reached by UNICEF during the pandemic?
 - 6.2. What is the extent of impact of these delays? What actions were taken? How has this strengthened preparedness and response plan for similar situations in the future?
7. Do you know if UNICEF Social Policy Programme leveraged any resources to promote social protection/inclusion? (Probe: What could UNICEF do better in the future to leverage resources to support/promote social protection/inclusion?) (R4)
8. In your view, what critical interventions for social protection/inclusion have been missed or given little attention by UNICEF's social policy programme? What are possible reasons for this? (R5)
 - 8.1. Will these missed interventions remain relevant for future programming?
 - 8.2. What are UNICEF's key strategies in the implementation of its social policy programme? Were the strategies pursued adequate?
 - 8.3. To what extent were the bottlenecks addressed by the programme? Probe the following bottleneck areas:
 - Enabling environment: Inadequate equity-focused evidence to inform public decisions and enable socially inclusive policy making and programming?

- Supply: Limited capacities of service delivery systems to provide the most disadvantaged children and their families with access to adequate inputs; skilled staff; service facilities; and information services?
 - Quality: Limited understanding of standards and services available and limited capacity of vulnerable groups to seek quality services?
 - Demand: Limited institutional capacity (local leaders, planners) to generate, analyze and use evidence; limited knowledge of community members about social issues and its adverse impact on community development goals leading to weak inclusive participation in community development planning processes?
9. What were the strengths and areas for improvement of the interventions provided by UNICEF? Were the interventions adequate? To what extent is climate change considered in the programme? What, if any, specific interventions were implemented to address climate action, and with what success?

Effectiveness

1. What is UNICEF's contribution to social policy/protection system building in Bhutan? (E1)
 - 1.1. Have social inclusion perspectives been considered in the newly crafted policies on National Child Policy, National Disability Policy, Gender Equality Policy, National Decentralization Policy, National Youth Policy, Mother and Child, Others? What is UNICEF's contribution in this area?
 - 1.2. Describe to us any emerging good practices of UNICEF in social policy/protection system building/mechanisms. (Probe: There was a report stating that UNICEF assisted the Department of National Budget to assess the efficiency and effectiveness of the annual grant system of local governments in terms of achieving subnational key result areas. What is status of the revision of the block grant guidelines? Has it helped local government authorities to enhance their ownership and accountability on the use of their funds? Has it advanced social outcomes related to children, young people and women at the local level?)
2. What are the disadvantaged sections of communities targeted by UNICEF Bhutan in social policy/protection? Do you know how the groups were selected? (E2)
 - 2.1. How effective was the programme in reaching the most disadvantaged sections of the communities?
 - 2.2. What are the emerging good practices in the social policy programme in the targeted communities?
 - 2.3. Overall, was the MPI used as basis for prioritising districts?
3. Overall, to what extent were programme short-term/intermediate results delivered and did they contribute to progress toward programme outcomes? (E3)
4. In your view, what are the major influencing factors – external and/or internal that facilitated the achievement of results? (E4)
 - 4.1. What constraining factors can you identify? What influence do these factors have in the achievement of outcomes?
 - 4.2. Which factors were within or beyond control of the UNICEF Office?
5. Where there any positive/ negative unintended outcomes related to UNICEF' work in social policy? (Could these have been foreseen and managed? How could these be managed better? (E5)
6. How did the COVID-19 pandemic affect the programme delivery and how did UNICEF social policy programme respond to it? What social policy/protection related reprogramming had to be done? (E6)
 - 6.1. What UNICEF-supported COVID-19 response activities are you aware of? How effective were social policy/protection related COVID-19 response activities?
 - 6.2. Can you tell us more of what you know about UNICEF's accomplishments? Do you see emerging good practices in the way UNICEF responded to changing contexts due to COVID-19?
 - 6.3. Overall, how responsive and adaptive has the Country Programme been to the changing context and emerging needs/issues, particularly in view of the COVID-19 pandemic?
7. Do you know of any interventions/support provided by UNICEF to monastic institutions and nunneries? If yes, can you share more information about the success (or not) of its implementation? (E7) (Probe: Are you aware of the pension system developed for monks and nuns? If yes, can you provide more information about this intervention?)
 - 7.1. How were monastic institutions selected? (Probe: For the pension system, which Monasteries have been selected and why? What is the reach of this intervention?)
 - 7.2. What are the outcomes of social policy programme in monastic institutions? (Probe: What are the emerging outcomes of this pension system?)
 - 7.3. What do you consider are good of the programme in monastic institutions? How can these emerging good practices in monastic institutions be replicated or scaled up/institutionalized across monastic institutions?
8. Do you think UNICEF has the technical and financial capacity to implement social policy/protection interventions efficiently? Are there any areas where you think UNICEF can improve on to carry out its work more efficiently? What are these? (E8)

Sustainability

1. What specific strategies or mechanisms for sustainability were implemented or embedded in interventions on social policy? (ST1)
 - 1.1. Most donor agencies have an exit plans in the implementation of its programmes. Would you know if UNICEF has an exit plan? Would you know how UNICEF has implemented its exit plan and how?

- 1.2. What interventions were adopted for social policy programme that led to longer term/sustainable systems strengthening?
- 1.3. How were the institutional capacities of the targeted partners (Ministry of Health, Ministry of Education, NCWC, Districts) strengthened? To what extent were these initiatives sustainable?
2. What are the positive changes and effects of UNICEF programmes at the national level? district level? Are social policy programme results sustainable at the national and district levels? To what extent will these changes/results be sustained without programme interventions? (ST2)
3. Does the social policy programme include any elements of integration with other programmes? If yes, how is this contributing to sustainability of results? What are the emerging good programme strategies adopted by UNICEF BCO towards integration? (ST3)
4. How sustainable are the UNICEF emergency interventions in social policy? How about any measures taken in the context of COVID-19? (ST4)
 - 4.1. What are the results of the emergency interventions done by UNICEF? How sustainable are these results?
 - 4.2. What measures were implemented to ensure sustainability of initiatives provided by UNICEF during emergency situations?
5. What, if any role, did UNICEF play in influencing allocation of resources to promote or support social policy? (ST5)
 - 5.1. How has government allocation been for social policy/protection? Has it increased, sustained, or decreased in the recent years?
 - 5.2. In what ways is UNICEF helping to protect the pattern of financing especially in social policy/protection?
 - 5.3. What were the advocacy and support mechanisms provided by UNICEF in relation to resource allocation in social policy/protection? How effective were these in ensuring/ promoting resource allocation for children? (ST6)

Gender and equity

1. What strategies were put in place to ensure that the social policy interventions carry and promote principles of equity, disability, social inclusion, and gender responsiveness? (ST3)
2. What strategies or mechanism have been put in place to ensure sustainability of results, especially results related to equity and gender? (ST3)
 - 2.1. Are there any results achieved by the programme that specifically address concerns related to gender and equity?

Strategic positioning

1. How would you differentiate UNICEF from other international development organisations operating in Bhutan? From other UN agencies? (SP1)
 - 1.1. What are its comparative advantages? What unique benefits does UNICEF offer that others cannot match?
 - 1.2. In what ways is it a strategic partner? To what extent has UNICEF worked in collaboration with other partners in the country to benefit children and most vulnerable?
2. What are the potential opportunities for UNICEF in Bhutan, in general, and social policy/protection in particular? (SP2)
 - 2.1. What are the potential opportunities for UNICEF in Bhutan?
 - 2.2. What are the potential risks or threats?
 - 2.3. What are the key strengths of UNICEF?
 - 2.4. Where are key areas of improvement for UNICEF Bhutan as an organisation?
3. What opportunities are there for UNICEF to strengthen its role in developing social protection schemes beyond His Majesty's Kidu? How has UNICEF influenced public financing in Bhutan to direct greater resources for the most vulnerable? (SP3)
4. What are the continuing and emerging priorities and plans of the Bhutan government related to social policy? What should UNICEF do to better position itself in the context of new government priorities in social protection action? (SP4)
5. What role, if any, did UNICEF play as a coordinating agency and with what success? (SP5)
 - 5.1. What challenges are there with respect to UNICEF's coordinating role? How can it better address these challenges?
 - 5.2. How can UNICEF further strengthen its role and performance with respect to its coordinating role?

Lessons learned and recommendations

1. What do you consider are the key lessons learned in the social policy programme in the last 4 to 5 years?
2. Do you have any other recommendations to improve the social policy programme?

Final point

1. Is there anything else you want to add?
2. Any documents you want to share with us that can be helpful in completing the CPE?

Closing

- Check for remaining questions.

- Thank the respondent/s.

7.3 Interview guide for non-state actors (CSOs, NGOs, academe, etc.)

GUIDE FOR SEMI-STRUCTURED KEY INFORMANT INTERVIEW

Introductory questions

1. Please tell us your name, your role, and the organisation you represent.
2. Can you tell us a brief history of your organisation in Bhutan? What have been your organisation's key focus areas and key interventions in Bhutan?
3. How long have you been working with your organisation as a partner of UNICEF?
4. What are the programmatic interventions that UNICEF and your organization partner on? (Interviewer to probe: specific intervention, timeframe of partnership, geographic scope, type of support provided; Check which UNICEF Social Policy programme outputs the organisation is contributing to – refer to the table above)
5. Please tell us about the specific roles of your organization in the implementation of UNICEF's Social Policy Programme
6. How was it decided to focus on current areas of engagement, if any, with UNICEF?

Relevance

1. What do you think are the most important Social Policy/social protection/social inclusion issues in Bhutan? (R1)
2. Based on your knowledge, what key social protection issues were prioritized by UNICEF? How were needs related to social protection identified and prioritized? (R2)
 - 1.1. Were you or your agency/organisation consulted by UNICEF to understand the social protection related needs?
 - 1.2. How were needs related to social policy identified during the planning/programming and implementation phases? Probe:
 - A situation analysis was done in 2017. Were there other assessments done after 2017? Who were the stakeholders consulted in these assessments? How did these assessments translate to social policy programming?
 - There was also mention of an evaluation of inclusive education in Bhutan, how was this used to make programming more needs-based and inclusive for children with disabilities?
 - An in-depth analysis of children with disabilities based on 2017 data was done, how was this used for targeted programming?
 - A study on the MVI- Bhutan has been conducted and yielded a vulnerability profile that could have been used as basis for programming and evidence-based policies. How were the results used as basis for programming?
3. What key interventions of UNICEF's social policy/protection programme are you aware of or involved in? (R1/R2)
 - a. What are UNICEF's key strategies in the implementation of its social policy programme? Were the strategies pursued adequate?
 - b. To what extent were the bottlenecks addressed by the programme? Probe the following bottleneck areas:
 - Enabling environment: Inadequate equity-focused evidence to inform public decisions and enable socially inclusive policy making and programming?
 - Supply: Limited capacities of service delivery systems to provide the most disadvantaged children and their families with access to adequate inputs; skilled staff; service facilities; and information services?
 - Quality: Limited understanding of standards and services available and limited capacity of vulnerable groups to seek quality services?
 - Demand: Limited institutional capacity (local leaders, planners) to generate, analyze and use evidence; limited knowledge of community members about social issues and its adverse impact on community development goals leading to weak inclusive participation in community development planning processes?
 - c. What were the strengths and areas for improvement of the interventions provided by UNICEF? Were the interventions adequate?
 - d. In your opinion, how successful were the UNICEF supported interventions in meeting national priorities and in contextualizing global needs for local needs?
4. To what extent are UNICEF's interventions in social policy relevant to the needs of children, adolescents, and young people, especially the most marginalised in Bhutan? (R2)
 - a. A problem reflected in UNICEF's TOC was that children and adolescents, including the most vulnerable, lack access to equitable, gender responsive and socially inclusive services and this is further expected to be impacted by Bhutan's graduation from LDC to LMIC status. How were disparities across regions etc. addressed during implementation?
 - b. There was mention of the development of a Multidimensional Vulnerability Index (MVI) to help policy makers understand which regions and subgroups are most vulnerable during the pandemic

- and to estimate the investments needed to support these groups. What is the status of this MVI? How was this used in the planning process?
5. What important changes in context happened in Bhutan during the implementation of the Country Programme (2019-2023)? (R3)
 6. In your view, how was UNICEF's work related to social policy/protection affected by changes in the context most specifically by COVID-19? What emerging needs were addressed by UNICEF intervention? (R3)
 - a. How did it impact Social Policy programming? How were the most disadvantaged sectors reached by UNICEF during the pandemic?
 - b. Do you see emerging good practices in the way UNICEF responded to changing contexts because of COVID?
 7. Do you know if UNICEF Social Policy Programme leveraged any resources to promote social protection/inclusion? (Probe: What could UNICEF do better in the future to leverage resources to support/promote social protection/inclusion?) (R4)
 8. In your view, what critical interventions for social protection/inclusion have been missed or given little attention by UNICEF's social policy programme? (Probe: What are possible reasons for this? Will these missed interventions remain relevant for future programming?) (R5)

Effectiveness

1. In your view, what has been UNICEF's contribution to strengthening social protection systems in the country? (Probe: Describe to us any emerging good practices of UNICEF in social policy system building/mechanisms.) (E1)
2. In the intervention/s you are involved in (or aware of), which short-term/intermediate results were delivered? What are the actual results against the planned results? (E3)
 - 2.1. What are the emerging good practices of the Social Policy/social protection Programme in generating desired outcomes?
 - 2.2. Reports show that partnerships with key government agencies seem to be a strength of the CO as this enhances cross-sectoral programming and upstream policy formulation. Has this been demonstrated in your UNICEF supported interventions? How?
3. In the UNICEF interventions you are involved in (or aware of), what are the major influencing factors – external or internal, that either facilitated the achievements of results or hindered them? (E4)
 - 3.1. What constraining factors can you identify? What influence do these factors have in the achievement of outcomes? How did UNICEF respond to constraining factors?
 - 3.2. Which factors were outside the control of UNICEF?
4. Do you know of any positive/negative unintended outcomes of the UNICEF Social Policy/social protection interventions? (Probe: Could these have been foreseen and managed? How could these be managed better?) (E5)
5. Do you know if there had been changes/adjustments to the Social Policy/social protection programme or its implementation modalities because of the changes in country contexts, especially the COVID-19 pandemic? (E6)
 - 5.1. What UNICEF-supported COVID-19 response activities are you aware of?
 - 5.2. How effective were Social Policy/social protection-related COVID-19 response interventions?
 - 5.3. Based on what you know of UNICEF's Social Policy programme, to what extent was disaster risk reduction and management and/or climate change/action were considered? Do you know of any specific interventions implemented related to this and with what success?
6. Do you know of any interventions/support provided by UNICEF to monastic institutions and nunneries? If yes, can you share more information about the success (or not) of its implementation? (E7)
7. Do you think UNICEF has the technical and financial capacity to implement social policy/protection interventions efficiently? (Probe: Are there any areas where you think UNICEF can improve on to carry out its work more efficiently? What are these?) (E8)

Sustainability

1. In your view, to what extent have UNICEF interventions contributed to strengthening Social Policy - related systems in the country, and how? Are these systems sustainable? (ST1)
 - 1.1. Do you know of specific strategies or mechanisms for sustainability that were implemented or embedded in the Social Policy Programme?
 - 1.2. How were the institutional capacities of the targeted partners like your organization strengthened? To what extent were these initiatives sustainable?
 - 1.3. Probe (if applicable): Would you know the engagement of UNICEF with Sherubtse College who redesigned their social policy course to make it more relevant and easier to understand for local government level officials while improving overall course content. Would you have any suggestions for improvement?
 - 1.4. Probe (if applicable): The partnerships with high level government agencies were strengthened to enhance cross sectoral programming and upstream policy formulation. How have your UNICEF-supported interventions helped in this area?
2. Do you know of changes and effects of the Social Policy programme at the national level? district level? (Probe: Are results sustainable at the national and district levels? Do you have any suggestions to make the interventions more sustainable in the long term?) (ST2)

3. Are you aware of any integration between the Social Policy programme and other UNICEF programmes? If yes, how is this contributing to sustainability of results? What are the results of integration, if any? (Probe: What are the emerging good programme strategies adopted by UNICEF BCO towards integration with other programmes?) (ST3)
4. How sustainable are the UNICEF emergency interventions in social policy? How about any measures taken in the context of COVID-19? (ST4)
 - 4.1. What are the results of the emergency interventions done by UNICEF? How sustainable are these results?
 - 4.2. What measures were implemented to ensure sustainability of initiatives provided by UNICEF during emergency situations?
5. What, if any role, did UNICEF play in influencing allocation of resources to promote or support social policy? (ST5)
 - 5.1. How has government allocation been for social policy/protection? Has it increased, sustained, or decreased in the recent years?
 - 5.2. In what ways is UNICEF helping to protect the pattern of financing especially in social policy/protection?
 - 5.3. What were the advocacy and support mechanisms provided by UNICEF in relation to resource allocation in social policy/protection? How effective were these in ensuring/ promoting resource allocation for children? (ST6)

Gender and equity

1. What strategies were put in place to ensure that the social policy interventions carry and promote principles of equity, disability, social inclusion, and gender responsiveness? (ST3)
2. What strategies or mechanism have been put in place to ensure sustainability of results, especially results related to equity and gender? (Probe: Are there any results achieved by the programme that specifically address concerns related to gender and equity? (ST3)

Strategic positioning

1. How would you differentiate UNICEF from other international development organisations operating in Bhutan? From other UN agencies? (SP1)
 - 1.1. What are its comparative advantages? What unique benefits does UNICEF offer that others cannot match?
 - 1.2. In what ways is it a strategic partner? To what extent has UNICEF worked in collaboration with other partners in the country to benefit children and most vulnerable?
2. What are the potential opportunities for UNICEF in Bhutan, in general, and social policy/protection in particular? (SP2)
 - 2.1. What are the potential opportunities for UNICEF in Bhutan?
 - 2.2. What are the potential risks or threats?
 - 2.3. What are the key strengths of UNICEF?
 - 2.4. Where are key areas of improvement for UNICEF Bhutan as an organisation?
3. What, if any, opportunities are there for UNICEF to strengthen its role in developing social protection schemes beyond His Majesty's Kidu? (Probe: How has UNICEF influenced public financing in Bhutan to direct greater resources for the most vulnerable?) (SP3)
4. What continuing and emerging priorities and plans of the Bhutan government related to social policy are you aware of? (SP4)
 - 4.1. What should UNICEF do to better position itself in the context of new government priorities in social protection action?
 - 4.2. In what ways can DRRM and climate resilience/action be further integrated in UNICEF's Social Policy programming?
5. What role, if any, did UNICEF play as a coordinating agency and with what success? (SP5)
 - 5.1. What challenges are there with respect to UNICEF's coordinating role? How can it better address these challenges?
 - 5.2. How can UNICEF further strengthen its role and performance with respect to its coordinating role?

Lessons learned and recommendations

1. What do you consider are the key lessons learned in the Social Policy programme in the last 4 to 5 years?
2. Do you have any other recommendations to improve the programme?

Final point

Is there anything else you want to add?

Closing

- Check for remaining questions.
- Thank the respondent/s.

8. Monastic Institutions

GUIDE FOR SEMI-STRUCTURED KEY INFORMANT INTERVIEW WITH MONASTIC INSTITUTIONS AND/OR BHUTAN NUNS FOUNDATION

Introductory questions

1. Please tell us about your position, role, and the institution you represent (at central/local level?). How long have you been with the institution you represent?
2. Please explain how long you have been associated with UNICEF and the level of engagement. What is the history of your institution's engagement with UNICEF Bhutan Country Office (CO)?
3. Which programmes/area of work have you participated in collaboration with UNICEF Bhutan CO?
4. How was it decided to focus on current areas of engagement, if any, with UNICEF?

Relevance

1. What is the key WASH, child protection, health and nutrition, and education issues in monastic institutions/nunneries? What are the key issues affecting child/young monks and nuns that are important to address? (R1)

Probe on WASH: WASH situation analysis underlined the "need to strengthen WASH services and behaviours at the institution level to contribute to overall health and nutrition outcomes, as well as to WASH results." Specific WASH issues identified include lack of access to safe water and sanitation (toilets) in monastic institutions, and poor menstrual hygiene management.

Probe on child protection: Situational analysis conducted by UNICEF identified the following child protection issues – birth registration, child marriages, child labour, economic exploitation including child labour, suspected internal and external trafficking, harmful practices in relation to children with disabilities, education/illiteracy, discrimination against girls, children with disabilities and children of single parents.

Probe on health and nutrition: Situation analysis identified the following health and nutrition issues related to adolescents – lack of adolescent-friendly health care services, adolescent fertility risks, poor nutrition (nearly 1 in 3 adolescent girls in Bhutan are anaemic per NNS 2015), and lack of data on dietary behaviour of adolescents.

Probe on education: Situation analysis identified the following education issues affecting children and adolescents – (1) poor access to inclusive and ECCD programmes; (2) limited access to education for vulnerable groups such as CWD and out-of-school children; (3) high dropout and repetition at transition grades, and poor transition to tertiary education especially for girls; (4) poor learning outcomes including transversal skills; and (5) inadequate safe and conducive learning environment.

2. Do you think these interventions are appropriate to address WASH, child protection, health and nutrition, and education needs? To what extent are these interventions adequate to address the needs, especially the most marginalised? (R1)
3. To what extent were the needs of child/young monks and nuns taken on board at the planning stages? How were their needs identified? Were you part of or aware of any exercise conducted by UNICEF to identify and prioritize these issues? Are you aware of any consultations done with young monks/nuns, especially the most marginalised? (R2)
4. In your view, how was UNICEF's work in WASH/CP/Health/Education affected by changes in the context, specifically by COVID-19? How was UNICEF programming in monastic institutions affected by the COVID-19 pandemic? How did UNICEF's programmes and interventions respond to these changes? How did delays caused by COVID-19 affect programme implementation? What emerging needs were addressed? (R3/E6)
5. In your monastic institution/nunnery, to what extent is climate change considered in the WASH/CP/Health/Education programmes? What, if any, specific interventions were implemented to address climate action and – with what success? In what ways can climate action be further integrated in WASH/CP/Health/Education programming for monastic institutions? (R3/E6)
6. How could these be improved in the future to support these interventions? (R4)
7. In keeping with UNICEF's mandate, what critical needs/priorities have been missed or given little attention by the programme? What could be some possible reasons for this? Will these missed interventions remain relevant for future programming in the context of monastic institutions? (R5)

Effectiveness

1. Are you aware of any systems building/strengthening initiatives supported by UNICEF in the areas of WASH/CP/Health/Nutrition/Education? In what ways do these systems-building initiatives affect/influence the interventions implemented in monastic institutions? (E1) (Probe if not mentioned: This may include any legislation, policy, plan, coordination mechanism or changes related to resource)

Reference for WASH: The document review points to the endorsement of National Sanitation and Hygiene Policy 2020 and National Strategy for WASH in Healthcare Facilities and development of National Public Toilet Guidelines by the Ministry of Works and Human Settlement.

Reference for child protection: Documents/reports note the development of National Child Policy, National Child Policy on wellbeing and protection, national guidelines on the 'Diversion of Children in Conflict with the Law', national SOPs on the 'Management of Cases of Women and Children in Difficult Circumstances and national SOP on 'Child Protection for Children residing in monastic institutions, and nunneries.

2. Which key actors were responsible for bringing about these changes related to systems building? What role did UNICEF play with respect to these changes? (E1)
3. In your view, what challenges were faced during the implementation of initiatives aimed at systems building? Do you know how UNICEF addressed these challenges? (E1)
4. What capacity building activities implemented/supported by UNICEF are you aware of? To what extent were monastic institution capacities enhanced? (E3)
5. To what extent have government and partners' capacity to deliver WASH/CP/Health/Nutrition/Education services in monastic institutions improved? Which short-term/intermediate result were delivered? (E3)
Reference for WASH: RAM indicators are proportion of ODF communities, schools, and monastic institutions with access to improved sanitation and health facilities with basic WASH facilities that also meet standards of resilience.
Reference for capacity building initiatives for CP include:
Government and partners have increased ability to strengthen inclusive and evidence-based policy making, legislation, and programming for child protection (Output 3.1). UNICEF also contributed to developing Child Policy, Child Wellbeing and Protection Policy and SOPs, guidelines and COVID response plan.
Social service workforce and the justice sector have increased capacity to provide quality and inclusive child protection and justice services (Output 3.2)
Children, adolescents, caregivers, communities, and service providers have increased capacity to prevent, recognize, and respond to violence against children (Output 3.3).
6. Which of these risks that were identified by UNICEF were realised? Which of these risks were not realised? How did this affect the programme implementation and achievement of results? How were these risks managed? (E3)
Reference on UNICEF identified risks: such as differing political priorities after the election, limited availability of external and other sources, negative impacts of climate change and natural disasters, lack of urgency to address WASH and limited political priority for CP.
7. In your view, what are the major influencing factors- external or internal, that facilitated the achievement of results? (Facilitator can refer interviewees back to results/outcomes discussed earlier in Q#7) Please discuss facilitating/hindering factors for the different areas of work/thematic result areas. (E4)
8. What are the major constraining factors- external or internal, that hindered the achievement of results? How were these factors addressed? (E4)
9. To what extent are cultural beliefs, dispersed population and locations of institutions (difficult to access areas) a factor in facilitating or hindering achievements of results in WASH/CP/Health/Nutrition/Education? Is there evidence to show the contribution of UNICEF? Which other players contributed to this? (E4)
10. What are the positive/negative unintended outcomes related to WASH/CP/Health/Nutrition/Education work in monastic institutions? (Note: CP is considered a sensitive subject.) (E5)
11. Could this have been foreseen and managed? How could these be managed better? (E5)
12. How effective were SOPs on child protection for monastic institutions and nunneries? (Probe: SOPs on child protection and appointment of CO focal points, engagement in volunteering opportunities, networking fora, digital platforms; Probe about good practices of strategies, interventions or activities.) (E6)
13. How can these good practices in monastic institutions be replicated or scaled up/institutionalized across monastic institutions? (E7)

Sustainability

1. What strategies or mechanisms for sustainability were implemented or embedded in the WASH/CP/Health/Education programmes? What kind of technical support for capacity building opportunities were provided to strengthen WASH/CP systems? How are these contributing to sustainability of results. (Reference: WASH on operations and maintenance, CP on social service workforce) (ST1)
2. How sustainable are the interventions and strategies implemented in monastic institutions? Are these results sustainable at central/district levels? Can you cite examples to demonstrate indicators of sustainability? (ST1)
3. Which results or achievements of the WASH/CP/Health/Nutrition/Education are likely to be sustainable? Why do you think so? (ST3)
4. What strategies or mechanisms for integration have been put in place to ensure that the WASH/CP/Health/Nutrition/Education programmes promote principles of equity, disability, social inclusion, and gender responsiveness? (ST3)
5. What are the results in the following areas, and how sustainable were these changes/results? (ST4) (Ref: WASH: safe water and promotion of hygiene; CP: VAC/mental health; Education: Education in emergency;Health: Vaccinations)
6. What, if any role, did UNICEF play in influencing allocation of resources to promote WASH/CP/Health/Nutrition/Education in monastic institutions? Was UNICEF (on its own and in concert with other programmes/organisations leveraged resources to promote WASH/CP/Health/Education interventions for monastic institutions/nunneries? (ST5)

Strategic Positioning

1. How would you differentiate UNICEF from other international development organisations operating in Bhutan? What are its comparative advantages? What unique benefits does UNICEF offer that others cannot match? (SP1)
2. How does it differentiate from other UN organisations? How does it perform its core activities differently relative to other organisations and other UN agencies? (SP1)
3. What are the potential opportunities for UNICEF in Bhutan in general and in the area of interventions? (SP2)
4. What are the potential risks or threats? Which of these risks would remain valid in the area of interventions? (SP2)
5. What are the key strengths of UNICEF? How are these strengths in relation to the area of interventions? (SP2)
6. Where are key areas of improvement for UNICEF Bhutan as an organisation? How about improvement in the area of interventions? (SP2)
7. What role did UNICEF play in strengthening social protection mechanisms in Bhutan? (SP3)
8. What opportunities are there for UNICEF to strengthen its role in developing social protection schemes beyond His Majesty's Kidu? (SP3)
9. What are the emerging priorities and plans of monastic institutions related to WASH/CP/Health/Education? (SP4)
10. What role, if any, did UNICEF play as a coordinating agency in these intervention areas? In what ways does it relate to their work with monastic institutions? (SP5)
11. How can UNICEF further strengthen its role and performance with respect to its coordinating role? (SP5)

Lessons learned and recommendations

1. What do you consider are the key lessons learned in your area of engagement with UNICEF in the last 4 to 5 years?
2. Do you have any other recommendations to improve UNICEF's programme?

Final point

Is there anything else you want to add?

Closing

- Check for remaining questions.
- Thank the respondent/s.

9. Multilateral Development Agencies

GUIDE FOR SEMI-STRUCTURED KEY INFORMANT INTERVIEW

Introductory questions

1. Please tell us about your position, role, and the organisation you represent.
2. Can you tell us a brief history of your organization in Bhutan?
3. What have been your organisation's key areas of engagement in Bhutan?
4. What are the key interventions your organisation in Bhutan?
5. Which stakeholders do you typically work with? Are UN agencies and UNICEF in particular, some key stakeholders you work with?
6. What kind of engagement did you have with UN agencies and UNICEF in the past?
7. Do you have any existing engagement with UN agencies or UNICEF?

Key development issues and interventions

1. In your view, what are the key development issues of Bhutan?
2. How can these issues be addressed? In your view, what are the most relevant interventions to address these issues?
3. Does your organization support any interventions to address these issues?
4. What are key issues facing Bhutan with respect to WASH, child protection, social policy/protection, health, education, DRR and/or climate action?
5. Does your organisation provide any support to interventions in these sectors?
6. Does your organisation have any interventions to strengthen government systems? If so, can you describe what systems and in which area/sector of focus?
7. Which government agencies did you work with? What are lessons learnt regarding systems strengthening?
8. What challenges did you face with respect to strengthening government systems?

Contextual changes in the past and improvements

1. What important economic, social, political, technological, cultural changes have occurred in the recent past in Bhutan, say in the last five years?
2. What impact did these changes have in the development of Bhutan?
3. Did you notice any improvement in systems strengthening, service delivery and awareness at community level with respect to WASH, child protection, social policy/protection, health, education, DRR and/or climate action?

4. How about improvements with respect to generation and use of evidence, especially for formulation of policies, laws, strategies, and programmes?

Future outlook

1. What is the future outlook for Bhutan?
2. What important economic, social, cultural, political, environmental, and technological changes do you foresee in Bhutan?
3. What are potential opportunities for Bhutan?
4. What key challenges or risks do you foresee?

Strategic role of UNICEF

1. From the vantage point of your organisation, how do you view the role of UN agencies in general and UNICEF, in particular? What, in your view, are comparative advantages of UNICEF, compared to other UN agencies and other development organizations?
2. What is UNICEF known for? What role does it play? What could it have done better?
3. Keeping in view UNICEF's mandate to uphold the rights of children, especially the most marginalized, what role should UNICEF play in future?
4. How can UNICEF benefit from potential opportunities?
5. In what ways can UNICEF strategically position itself (in WASH, child protection, health, education, social policy, disaster risk reduction and management and/or climate action) within a changing context given government priorities and plans?

Suggestions

Do you have any other suggestions for UNICEF Bhutan for the next programme cycle? Please share.

10. Programme Effectiveness

GUIDE FOR SEMI-STRUCTURED KEY INFORMANT INTERVIEW

Introductory questions

1. What is your name, position, and role in UNICEF Bhutan?
2. How long have you been working with UNICEF?
3. How long have you been working in the Programme Effectiveness unit of UNICEF Bhutan?

Contribution of the Programme Effectiveness Unit to UNICEF Programmes

1. On the outcome indicators:
 - 1.1. Can you share about the key outcome indicators on programme effectiveness? How does UNICEF define programme effectiveness, and what are the key measures for this?
 - 1.2. The RAM matrix shows some of the indicators have not been tracked to date. What is the reason for this?
 - 1.3. On the additional outcome indicators: Can you provide more information about 'outstanding DCT'? What does the indicator "Outstanding DCT > 9 months (as % of total DCT)" mean? How does this indicator contribute to programme effectiveness?
 - 1.4. How is the indicator 'number of donor reports not sent on time' tracked/monitored? What are examples of donor reports and how frequently are these submitted? Is this an outcome indicator? What do you think is the significance of this indicator to programme effectiveness?
2. On Output 1 (Programme coordination): UNICEF staff and partners are provided guidance, tools and resources to effectively design and manage programmes.
 - 2.1. What guidance, tools and resources were provided to effectively design and manage programmes in this cycle?
 - 2.2. Can you cite examples on how the tools provided by UNICEF led to more effective design and management of programmes?
 - 2.3. What guidance, tools, and resources are needed for the next cycle?
 - 2.4. On the tool on Rights- and Results-Based Programming (RRBP): Please elaborate on the in-house training provided. How effective and sustainable was the process? What were the outcomes of the improvement in the use of RRBP?
 - 2.5. Output indicators: What is the status of the indicator 'Percentage of country programme outputs annually reported as on track or achieved' to date? How does this indicator influence any adjustments in thematic area programming/implementation?
3. On Output 2 (External relations): UNICEF staff and partners are provided tools, guidance and resources for effective communication on child rights issues with stakeholders.
 - 3.1. What are the tools, guidance, and resources provided by the CO for effective communication on child rights?
 - 3.2. The CO has harnessed various media to advance its advocacies on children with documented results. How would you summarize the areas of strength and opportunities for improvement of the CO advocacy initiatives?

- 3.3. Output indicators: What is the status of the indicator 'Number of people reached through UNICEF social media platforms per year?' How is this measured?
4. On Output 3 (Cross-sectoral): Strategies to address cross-cutting issues related to child rights are developed and applied.
 - 4.1. What are the strategies pursued to address cross-cutting issues related to child rights?
 - 4.2. How does the programme define social behavior change communication? How was this mainstreamed across the thematic area programmes? What are the positive outcomes? Negative outcomes? Any intended and unintended outcomes?
 - 4.3. What are the emerging good practices of the CO on this output?
 - 4.4. Output indicators:
 - 4.4.1. On strengthening social behavior change (SBC) skills of government and partners: How is this indicator measured? How are targets set? What is the status of this indicator?
 - 4.4.2. On generation of SBC strategies: How is this indicator measured? How are targets set? What is the status of this indicator?
 - 4.4.3. On budgeting for SBC: How is this indicator measured? How are targets set? What is the status of this indicator?
 - 4.4.4. On additional indicators: What are the organizational standards on RBM?
5. On Output 4 (Evaluation and research): Conduct of tracking and evaluation mechanisms for SDGs focused on learning, development and education needs of children with disabilities.
 - 5.1. Can you expound on the indicator 'No. of activities in annual IMEP/PRIME completed as scheduled?' How is this measured? How are the targets set?
6. On the outcome statement/headline statement:
 - 6.1. What are your emerging good practices on the design, implementation and evaluation of UNICEF Country Programme in Bhutan?
 - 6.2. What factors contributed to these emerging good practices?
 - 6.3. What factors should be considered for the next country programming?
 - 6.4. What are the opportunities for improvement of the Programme Effectiveness initiatives of UNICEF?
 - 6.5. On the headline statement: 'Most of the highlighted accomplishments in 2021 focused on Child Survival and Development, conduct of the MTR, and advocacies on the need to recognize children's rights.' Can you elaborate on these and why these accomplishments are highlighted? What about other accomplishments in other UNICEF programmes?

Factors that contribute to operational and programme effectiveness

1. Most of the units subsumed in Programme Effectiveness are one-person units/teams. What factors contribute to the attainment of your desired level of performance?
2. What factors make it challenging to deliver the unit's mandate and attain desired level of performance?
 - 2.1. Probe: COVID-19 impact (as main challenge mentioned in MTR) and how related challenges were addressed
3. What are the areas of strength of your unit?
4. What are the opportunities for improvement in your unit?

Recommendations for the next programme cycle

1. What adjustments or changes do you wish to see in the next programme cycle so that the programme effectiveness units are able to perform better? Scale up?
2. What innovations do you propose/wish to implement to ensure your unit is better able to contribute to the effectiveness of the UNICEF CO?

Final point

1. Is there anything else you want to add?
2. Other documents you want to refer us to?

Closing

- Check for remaining questions.
- Thank the respondent/s.

11. Operational Effectiveness

GUIDE FOR SEMI-STRUCTURED INTERVIEW WITH UNICEF STAFF

Introductory questions

1. What is your name, position, and role in UNICEF Bhutan?
2. How long have you been working with UNICEF?

3. How long have you been working in the Operational Effectiveness/Programme Effectiveness unit of UNICEF Bhutan?

Contribution of the Operational Effectiveness Unit to UNICEF Programmes

1. On the outcome statement/headline statement:
 - 1.1. What is operational effectiveness? Is there any operational definition being used by UNICEF CO?
 - 1.2. Can you expound on the outcome and headline statement? How does the unit operationalize (1) essential management conditions are established; (2) enhanced team cohesion; (3) professional development and empowerment of team members; and (4) increased programmatic leadership?
 - 1.3. How did these factors lead to increased programmatic leadership?
 - 1.4. What strategic reviews and rationalization of processes took place that led to more effective and efficient delivery of programme results?
2. On the outcome indicators:
 - 2.1. What is the status of actual performance across outcome indicators (e.g., number of country management team meetings, all staff meetings, local joint consultative meetings, audit observations)? Are they on track? What factors contribute to the achievement or delay in the achievement of these operational outcome indicators?
 - 2.2. How do the outcome indicators contribute to operational effectiveness? How do these reflect or impact overall effectiveness of the programmes?
3. On the outputs:
 - 3.1. Desk review shows all indicators under Output 1, 2 and 3 achieved the 2021 targets. Can you expound on these outputs? How are the indicators measured/monitored?
 - 3.2. Are you on track with the generation of targeted outputs?
 - 3.3. How did the annual management plan contribute to overall operational effectiveness of the CO? Please cite some examples.
 - 3.4. What factors contributed to 100% budget utilization rate?
 - 3.5. The CO met regional benchmarks on programme performance, office governance, security, Harmonized Approach to Cash Transfers (HACT) and risk mitigation. Can you expound on these processes? How do these translate to or contribute to operational effectiveness?
 - 3.6. How has the CO mitigated any operational risks and/or challenges? Can you cite specific examples? (Interviewer could use the following example to probe: The CO has mitigated any potential violations regarding the 'Segregation of Duties' and successfully carried out fund utilization, bank optimization reports and financial reporting.)
 - 3.7. Per the Global Staff Survey Action Plan, the mentorship and coaching programme has been rolled out with the representative and staff members leading in different areas. Please describe the mentorship and coaching programme. How does this contribute to organizational effectiveness? Can you expound on how the programme focuses on enhancing work-life balance, personal empowerment, career progression, and professional development? How are staff members selected, or how can they participate?
 - 3.8. Staffing needs/requirements were identified in programme documents to ensure smooth functioning of operational and programmatic functions. What are the common challenges when it comes to staff turnover and recruitment? What are some strategies and/or good practices that help the HR unit fulfil and manage staffing requirements?
 - 3.9. Is the availability of workstations a significant issue in the BCO? There had been reported expansions in the available workspace in BCO, do you think this is important in operational effectiveness? If so, why and in what way?
 - 3.10. How does the operations unit (including HR unit) ensure efficient and effective operational support to the CO programme teams/staff? What support mechanisms and strategies are put in place?
 - 3.11. How were staff supported during the COVID-19 pandemic? How did work arrangements change? What mechanisms and strategies were put in place to ensure teams/staff are able to work safely while implementing response activities?
 - 3.12. Reports note that one lesson learned (and an operational innovation) is the consolidation of finance responsibilities and creation of a new senior finance associate post to address workload management and increasing supply requirements. Can you expound on this? What are the other lessons learned and/or good practices in relation to operational effectiveness?
4. To what extent have the targeted outputs from the operational effectiveness units contributed to the effectiveness of the child protection, child survival and development, education, and social policy programmes? Please cite examples to demonstrate the contribution of your unit to the generation of outputs/outcomes by the different programmes.
5. To what extent have the targeted outputs from the operational effectiveness units contributed to the desired integrated approach of UNICEF across programmes? Can you cite any integration/collaboration across programmes?
6. To what extent have the targeted outputs from the operational effectiveness units contributed to cross cutting themes/deliverables across programmes (e.g., gender equality, disability inclusion, and climate action)?
7. Programme documents confirm the CPD 2019-2023 budget of USD 27.45 million (approved September 2018) for four key outcomes/programmes subject to the availability of funds. How efficient was the country programme delivery in terms of resource utilization, both financial resources and human resources? How

efficient was the country programme delivery in terms of human resources? Ask for updated copy of organizational structure and staff per unit and budget per programme.

Factors that contribute to operational and programme effectiveness

1. Most of the units subsumed in Operational and Programme Effectiveness are one-person units/teams. What factors contribute to the attainment of your desired level of performance?
2. What are the areas of strength of your unit?
3. What are the opportunities for improvement in your unit?

Recommendations for the next programme cycle

1. What adjustments or changes do you wish to see in the next programme cycle so that the operational and programme effectiveness units are able to perform better? Or scale up?
2. What innovations do you propose/wish to implement to ensure your unit is better able to contribute to the effectiveness of UNICEF BCO?

Final point

1. Is there anything else you want to add?
2. Other documents you want to refer us to?

Closing

- Check for remaining questions.
- Thank the respondent/s.

12. UNICEF Country Representative

GUIDE FOR SEMI-STRUCTURED KEY INFORMANT INTERVIEW WITH UNICEF COUNTRY REPRESENTATIVE

Introductory questions

1. Please tell us about your position and role.
2. Can you tell us how long you have been working with UNICEF? And UNICEF Bhutan?
3. What kind of engagement did you have with UN agencies and UNICEF in the past?

Key development issues and interventions

1. In your view, what were the key development issues in Bhutan when the programme was developed?
 - 1.1. What were key issues facing Bhutan with respect to WASH, child protection, social policy/protection, health and nutrition, education, DRR and/or climate action?
 - 1.2. How were needs identified? What key processes did UNICEF use in identifying needs of children, adolescents, and other vulnerable groups? What processes does UNICEF generally use?
 - 1.3. What was the role of key stakeholders (including children, women and marginalized groups) in identifying needs?
2. How were needs prioritized?
 - 2.1. What processes were used to prioritize needs? What was the role of external stakeholders in prioritizing needs?
 - 2.2. How were needs related to upstream activities identified and prioritized?
3. To what extent was the country programme able to address the most important needs?
 - 3.1. In your view, what are the most relevant UNICEF interventions, and what intervention did you find somewhat less relevant and why?
 - 3.2. Did UNICEF miss to address any important needs? If yes, what are these?
4. There was an expectation that UNICEF would move away from siloed programmes to integrated programming. ECD programme is a good example. But programmes are still vertically organized, what are reasons for this?
5. To what extent was UNICEF Bhutan CO able to increase its focus on system strengthening as opposed to downstream activities?
 - 5.1. How does UNICEF envision system change?
 - 5.2. Systems building/strengthening requires coordinated efforts and multi-sectoral collaboration. How suitable are sector-focused interventions in bringing about systems change?
 - 5.3. Who do you partner with to influence system change? Can you specify key partners for UNICEF?
 - 5.4. What challenges did you face with respect to strengthening government systems? What opportunities do you see for UNICEF to strengthen government systems?
 - 5.5. What have you learned about how systems change in Bhutan? Any learning from other UNICEF offices in the region?
6. What is the role of advocacy and social behaviour change strategies in UNICEF's work?
 - 6.1. How effective are advocacy interventions in reaching the most marginalized groups in Bhutan?
 - 6.2. What changes/results have been documented?

Contextual changes and achievements

1. What important economic, social, political, technological, cultural changes have occurred in Bhutan in the last five years?

2. What impact did these changes have on the development landscape in Bhutan? On government priorities and UNICEF's Country Programme?
 - 2.1. How did UNICEF respond to these changes?
 - 2.2. How did the COVID-19 pandemic impact UNICEF's work? What is your assessment of UNICEF's response to COVID-19 pandemic? What are the key achievements? What could have been done better?
3. If you were asked to highlight three most important achievements of the UNICEF Country programme, what would those be?
4. What are the key achievements related to upstream and downstream activities?
5. What are the key improvements with respect to evidence-based formulation of policies, laws, strategies, and programmes by Bhutan government agencies and other development actors? What are UNICEF's contributions in this area? What could have been done better?
6. What are three areas where UNICEF needed to improve most? If you were to design and implement this programme again, what key aspects would you do/design differently?
7. How successful was UNICEF in leveraging its sources and influencing allocation of resources by the government to address children's issues?

Opportunities and challenges

1. What important economic, social, cultural, political, environmental, and technological changes do you foresee in Bhutan?
 - 1.1. What are the important issues for Bhutan for the next five to six years?
2. What do you see as opportunities for UNICEF in the next five to six years? How can UNICEF benefit from these opportunities?
3. What key challenges or risks do you foresee that are crucial for UNICEF to consider/manage?

Areas of strength and improvement

1. What, in your view, are comparative advantages of UNICEF, compared to other UN agencies and other development organizations?
2. What is UNICEF known for? What role does it play in the lives of children? What are UNICEF's strengths?
3. What are the areas for improvement in UNICEF's leadership, operating structures, financial management, HR, programmes, linkages/partnerships?
 - 3.1. What areas of improvement can you identify in terms of efficiency in operations and programme delivery?
 - 3.2. What areas of improvement can you identify to improve effectiveness of the UNICEF CO? Are there innovative solutions you want to propose/wish to implement to facilitate effectiveness of the UNICEF CO?

Ways forward

1. Keeping in view UNICEF's comparative advantages and its mandate to uphold the rights of children, especially the most marginalized, what role should UNICEF play in future? What do you envision?
2. In what ways can UNICEF strategically position itself (in WASH, child protection, ADAP, health, education, social policy, disaster risk reduction and management and/or climate action) within a changing context given government priorities and plans?
3. What are the important lessons learned in the implementation of the current country programme?
4. Do you have any other suggestions for UNICEF Bhutan for the next programme cycle? Please share.

13. UNICEF ROSA Advisors

GUIDE FOR SEMI-STRUCTURED KEY INFORMANT INTERVIEW

Introductory questions

1. Please tell us about your position and role.
2. Can you tell us how long you have been working with UNICEF? And UNICEF ROSA?
3. What kind of engagement did you have with UN agencies and UNICEF in the past?

Key development issues and interventions

1. What was the role of the UNICEF Regional office in designing Bhutan Country Programme? Were you in any way involved during the needs-identification and prioritization for the UNICEF Bhutan CPD 2019-2023? How are UNICEF regional goals and priorities set? How should these goals and priorities be reflected in respective CO priorities to ensure alignment? (e.g., regional SDG goals, standard indicators, etc.)
2. Did UNICEF miss to address any important needs? If yes, what are these?
3. What support did you in your capacity as the Advisor provided to the Bhutan country office during the implementation of the CPD 2019-2023?
 - 3.1. What is the process for seeking support from the regional office?
 - 3.2. How does the Regional Office monitor the progress?
4. In your view, to what extent are SBC and advocacy strategies integrated in the BCO programmes? Are these effective in bringing change/results? in reaching the most marginalized groups in Bhutan?

5. Are you aware of any important economic, social, political, technological, cultural changes that have occurred in Bhutan in the last five years? If yes, how did these changes impact UNICEF's work?
 - 5.1. We will talk about COVID, but were there any other changes that affect the programme?
 - 5.2. How did UNICEF respond to these changes? How did the COVID-19 pandemic impact UNICEF's work – including ROSA's support to the BCO?
 - 5.3. What is your assessment of UNICEF BCO's response to COVID-19 pandemic?
6. In your view, how successful was UNICEF Bhutan in leveraging its sources and influencing allocation of resources by the government to address children's issues?
7. To what extent UNICEF was able to shift its focus away from sectoral programming to integrated programming? To what extent is this expectation met?
8. In your view, what are the most important achievements of the programme?
9. Were there any negative and positive outcomes that you are aware of?
10. What important challenges were faced? How are the challenges faced in the Bhutan CO different from those faced in other countries of the region? Did issues related to the availability of data compromise your ability to monitor the programme?
11. What are the key lessons learnt?

Opportunities and Challenges

1. What are emerging issues in Bhutan that you think should be addressed in the next country programme?
2. What do you see as opportunities for UNICEF's work in Bhutan in the next five to six years? How can UNICEF benefit from these opportunities?
3. What key challenges or risks do you foresee that are crucial for UNICEF to consider/manage? How about the government reform program going on in Bhutan? What are potential fall outs for the next country programme?
4. What opportunities do you see for UNICEF BCO to leverage additional resources for its programmes? Any opportunities to tap resources at the regional level?

Areas of strength and improvement

1. What are the strengths of the UNICEF Bhutan country office?
2. What are the areas for improvement in UNICEF's leadership, technical capacities, operating structures, programme integration, linkages/partnerships, etc.? What are three areas where UNICEF BCO needed to improve most?
3. How can UNICEF BCO better network and learn from other country offices in the Region? Or across regions?

Way forward

1. Going forward what critical areas/issues do you think the Bhutan Country programme should address? Which programme components should it continue, and which one should it drop? Which new areas should it focus on?
2. Given that Bhutan will graduate from the status of LDC soon, this may present challenges for mobilising resources, what role should UNICEF play in the changed environment?
3. What are the important lessons learned in the implementation of the current country programme? How about in specific areas of work that you supported as ROSA Advisor?
4. Do you have any other suggestions for UNICEF Bhutan for the next programme cycle? Please share.

Annex I: Consent Form

CONSENT FORM: Evaluation of the Royal Government of Bhutan – UNICEF Country Programme 2019-2023

About the Evaluation

UNICEF Bhutan has commissioned an independent evaluation team to evaluate the current Country Programme (CP). The planned evaluation will predominantly focus on programme activities and results targeted in the current CP, to inform the development of the next CP, in support of the government of Bhutan.

The purpose of the CPE is threefold:

1. Inform programme design and support decision-taking at country office level in preparation of the next the country programme.
2. Foster organizational learning about what works and what does not work, especially in areas where the country programme components have not achieved the results.
3. Support accountability by providing an independent assessment of how selected results were achieved (or not) and the factors that contributed to the achievement or non-achievement.

You have received this consent form because you have been identified as an important stakeholder in UNICEF's programming in Bhutan. As previously communicated, UNICEF Bhutan requests your participation as a key informant in the country programme evaluation.

If you give your consent to participate, please check the following:

- I fully understand the purpose of the evaluation and voluntarily agree to participate in the interview.
- I understand that my identity and all personal information will remain confidential and will be used for administrative purposes only.
- I understand that my name will not appear in the evaluation report without prior consent.
- I give permission for the researcher to record the interview for note-taking purposes only.
- I understand that I will not receive any payment for or other direct benefit from my participation.

Please provide the following information.

Name and signature: _____

Designation: _____

Organization/Agency: _____

Email address: _____

Annex F: Perception Survey Questionnaire

Perception Survey

Evaluation of the Royal Government of Bhutan –
UNICEF Country Programme 2019-2023

Dear colleague,

You have received this link because you have been identified as a potential respondent for an online perception survey. We understand that Dr. Will Parks, Country Representative of UNICEF has already written to you (via email) requesting you to participate in the survey. As indicated earlier, this survey is being conducted as part of the evaluation of UNICEF Bhutan Country Programme (2019-2023).

Please note that the evaluation is conducted by a team of **independent consultants**. Any information that you provide will be strictly confidential. You are not required to identify yourself in order to complete this survey. Your participation in the survey is voluntary, and you may withdraw at any time for any reason.

We expect that the survey will take approximately 15-20 minutes of your time to complete. We believe that the evaluation can greatly benefit from your views irrespective of your familiarity with the specific interventions of UNICEF Country Programme in Bhutan.

Thanks,
The evaluation team

If you consent to participate in the survey, please select 'Yes' below. If you do not like to participate, please select 'No' and submit the form.

Yes

No ([End the survey](#))²

Instructions

The survey consists of a mix of multiple choice and open-ended questions. In some questions, you will be asked to provide your opinion using a Likert scale. If the question is relevant for your organization or work, but you do not personally have the knowledge or experience to answer it, please select 'Don't know'. Please note that the bulk of the questions relate specifically to the 2019-2022 UNICEF Country Programme in Bhutan.

² Texts in blue are notes for the survey tool developer and will not be reflected in the final form.

Respondent's Profile

1. Which gender do you identify with? (One option only)

- Female
- Male
- Other (If selected, add 'Please specify gender')
- Prefer not to say

Please specify gender: _____ (Blank space/box for response)

2. Do you identify as having a disability? (One option only)

- Yes
- No
- Prefer not to say

3. Name of your Organization/Agency/Department: (Blank space/box for response)

4. Type of Organization (One option only)

- National government agency
 - District administration
 - Donor agency
 - UN agency
 - Local NGO/CSO
 - International NGO/Development agency
 - Private sector organization
 - Media institution
 - Academic institution
 - Government-supported think-tank
 - Private think-tank
 - Other (specify) (If selected, add 'Please specify')
- Please specify: _____ (Blank space/box for response)

5. What is the nature of your engagement with UNICEF Bhutan? (multiple options)

- Donor – gives funds to UNICEF Bhutan
 - Implementing partner – receives funds from UNICEF Bhutan
 - Strategic/advocacy partner – collaborates with UNICEF Bhutan on specific projects
 - Government partner
 - Non-governmental
 - Technical support/consultant to UNICEF
 - Former employee
 - No direct engagement (Jump to Q8)
 - Other (specify) (If selected, add 'Please specify')
- Please specify: _____ (Blank space/box for response)

6. How many years has your organization engaged with UNICEF Bhutan? (One option only)

- Less than a year
- 1 to 3 years
- 3 to 6 years
- 6 to 9 years
- 10 years or more
- Never directly engaged with UNICEF

7. How long is your own engagement with UNICEF Bhutan? (One option only)

- None
- Less than 6 months

- 1 to 2 years
- 2 to 5 years
- More than 5 years

8. How familiar are you with the work of UNICEF Bhutan in the following areas? Please tick/check the appropriate boxes. (Multiple options)

Theme	Very familiar	Somewhat familiar	Not familiar
8a. UNICEF in general	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8b. Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8c. Nutrition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8d. Water, Sanitation and Hygiene (WASH)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8e. Child protection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8f. Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8g. Monastic institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8h. Adolescent Development and Participation (ADAP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8i. Social policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8j. Climate action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8k. Public health emergencies (i.e., COVID-19)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8l. Others (Please specify)	(Blank space for response only. No need to rate the level of familiarity.)		

[The survey form will only show sections where the respondent answered 'somewhat familiar' or 'very familiar' unless the section is required for all respondents.]

Overall Assessment of UNICEF's Performance

[All respondents are required to answer this section.]

Based on your personal experience or your knowledge of how UNICEF works, please indicate your level of agreement with the following statements regarding UNICEF's performance.

- UNICEF's planning and programme design processes are consultative and participatory.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
----------------	-------	----------------------------	----------	-------------------	------------
- UNICEF's planning and programme design processes take on board the needs of children and adolescents, especially the most marginalized.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
----------------	-------	----------------------------	----------	-------------------	------------
- UNICEF is adaptable and responsive to changing contexts and issues (e.g., COVID-19, other emergencies, fiscal issues, etc.).

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
----------------	-------	----------------------------	----------	-------------------	------------
- UNICEF successfully leverages resources for children.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
----------------	-------	----------------------------	----------	-------------------	------------
- UNICEF programmes and interventions add value to the work of the Bhutan government and other partners.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
----------------	-------	----------------------------	----------	-------------------	------------
- UNICEF has made important contributions to systems strengthening and capacity building in Bhutan (particularly in the areas of health, child protection and WASH).

- | | | | | | |
|----------------|-------|----------------------------|----------|-------------------|------------|
| Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | Don't know |
|----------------|-------|----------------------------|----------|-------------------|------------|
7. UNICEF successfully addresses the needs of children and adolescents, especially the most marginalized.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
----------------	-------	----------------------------	----------	-------------------	------------
 8. UNICEF contributes to achieving goals and targets of government agencies in Bhutan.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
----------------	-------	----------------------------	----------	-------------------	------------
 9. UNICEF delivers interventions and expected results efficiently.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
----------------	-------	----------------------------	----------	-------------------	------------
 10. UNICEF's programming approach ensures sustainability of results at the national and local levels.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
----------------	-------	----------------------------	----------	-------------------	------------
 11. UNICEF integrates different programmes to achieve sustainable results for children, especially equity and gender-related results.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
----------------	-------	----------------------------	----------	-------------------	------------
 12. UNICEF successfully integrates humanitarian actions with development programmes to achieve sustainable results.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
----------------	-------	----------------------------	----------	-------------------	------------
 13. UNICEF influences resource allocation for children by government and other agencies.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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 14. UNICEF successfully performs its role as a coordinating agency.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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Child Protection and Adolescent Development and Participation (ADAP)

Based on your personal experience or your knowledge of how UNICEF works, please indicate your level of agreement with the following statements regarding UNICEF's performance in the child protection sector, including adolescent development and participation.

1. UNICEF child protection programme adequately addresses national and sub-national priorities.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
----------------	-------	----------------------------	----------	-------------------	------------
2. UNICEF has adapted its child protection programme to the changes in contexts and government priorities, especially following COVID-19.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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3. UNICEF's child protection programme and interventions have been effective in addressing the needs of children and adolescents, especially the most vulnerable.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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4. UNICEF has contributed to strengthening the child protection system in Bhutan.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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5. UNICEF has contributed to the strengthening of capacities of state institutions and other partners to develop inclusive and evidence-based policies, laws, and programmes on child protection.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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6. UNICEF has contributed to enhancing knowledge, skills and capacity of children, adolescents, caregivers, and communities to prevent, recognize, and respond to violence against children.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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7. UNICEF has contributed to enhancing knowledge and capacity of personnel and caregivers in monastic institutions to prevent, recognize, and report violence within monastic institutions and nunneries.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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8. UNICEF has contributed to enhancing knowledge and capacity of justice/security professionals and social workers to provide child-friendly and gender-sensitive services to protect children in contact with the justice system.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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9. UNICEF provides high quality support to communication platforms or networks for children and adolescent engagement and participation across key development priorities.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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10. UNICEF has contributed to increased participation of girls and boys in policy making and planning fora, and human rights reporting mechanisms.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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11. UNICEF has contributed to enhancing skills and employability among adolescents and youth through its social entrepreneurship and skills development programmes.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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12. The positive changes associated with child protection and adolescent development and participation influenced by UNICEF are sustainable.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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13. UNICEF has positioned itself as a strategic partner of Bhutan in the child protection sector, including the area of adolescent development and participation.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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Health and Nutrition

Based on your personal experience or knowledge of UNICEF's work, please indicate your level of agreement with the following statements pertaining to UNICEF's contributions and accomplishments in the health and nutrition sector.

1. UNICEF interventions to support strengthening of health services for mothers, newborns, children under-five and adolescents in communities and institutions are relevant

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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2. UNICEF interventions are adequate to support strengthening of health services for mothers, newborns, children under-five and adolescents in communities and institutions.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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3. UNICEF's strategies and interventions in health and nutrition have been effective addressing the needs of children and adolescents, especially the most vulnerable.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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4. UNICEF has adapted its health and nutrition programme to the changes in contexts and government priorities, especially following COVID-19.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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5. UNICEF has contributed to strengthening the capacity of government and partners to improve delivery and monitoring of quality maternal and neonatal care and nutrition services.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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6. UNICEF has contributed to strengthening the capacity of government and partners to improve access to and delivery of needs-based health and nutrition services for children and adolescents.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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7. UNICEF has contributed to strengthening the capacity of civil society organizations, community leaders, faith-based organizations and care givers in advocating and addressing social issues concerning child survival and well-being, including mental health.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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8. UNICEF's interventions have contributed to increased demand for health and nutrition services and adoption of care practices among pregnant/new mothers, parents/caregivers, children and adolescents.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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9. The positive changes and effects of UNICEF interventions in health and nutrition are sustainable.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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10. UNICEF has successfully expanded partnerships with key agencies in the implementation of health and nutrition programme interventions.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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11. UNICEF's advocacy and support to the health system facilitated resource allocation within government for the health sector.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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12. UNICEF has positioned itself as a strategic partner of Bhutan in the health sector.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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Water, Sanitation and Hygiene (WASH)

Based on your personal experience or your knowledge of how UNICEF works, please indicate your level of agreement with the following statements regarding UNICEF's performance in the water, sanitation, and hygiene sector.

1. UNICEF interventions to strengthen WASH services in the communities and institutions are relevant and address the national and sub-national WASH sector priorities.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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2. UNICEF interventions are adequate to strengthen WASH services in communities and institutions.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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3. UNICEF has adapted its WASH Programme to the changes in contexts and government priorities, especially following COVID-19.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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4. UNICEF's WASH programme and interventions have been effective in addressing the needs of children and adolescents, especially the most vulnerable.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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5. UNICEF has contributed to systems building/strengthening in the Bhutan government's WASH sector.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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6. UNICEF has contributed to increased access to WASH facilities (safe drinking water, handwashing facilities and toilets) in schools.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
----------------	-------	----------------------------	----------	-------------------	------------
7. UNICEF has contributed to the provision of critical WASH supplies during the COVID-19 pandemic.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
----------------	-------	----------------------------	----------	-------------------	------------
8. UNICEF has contributed to increased access to basic sanitation facilities in monastic institutions.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
----------------	-------	----------------------------	----------	-------------------	------------
9. UNICEF has contributed to increased awareness among WASH stakeholders about the status and challenges of handwashing in schools.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
----------------	-------	----------------------------	----------	-------------------	------------
10. UNICEF has contributed to improving knowledge and attitudes for handwashing among schools' students across age and gender divisions.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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11. UNICEF has contributed to increased awareness about menstrual hygiene management (MHM) among adolescent school girls and nuns.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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12. The positive changes brought about by UNICEF's WASH programmes are sustainable.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
----------------	-------	----------------------------	----------	-------------------	------------
13. UNICEF has successfully leveraged resources for WASH interventions.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
----------------	-------	----------------------------	----------	-------------------	------------
14. WASH infrastructures developed with direct and indirect support of UNICEF are resilient and sustainable.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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Social Policy

Based on your personal experience or knowledge of UNICEF's work, please indicate your level of agreement with the following statements pertaining to UNICEF's contributions and accomplishments in social policy development.

1. UNICEF's social protection interventions are relevant and address the needs of children, especially the most marginalized.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
----------------	-------	----------------------------	----------	-------------------	------------
2. UNICEF has adapted its social protection interventions to the changes in contexts and government priorities, especially following COVID-19.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
----------------	-------	----------------------------	----------	-------------------	------------
3. UNICEF has provided adequate support to government partners at the national and local levels in the generation of child-focused data, statistics and analyses.

Strongly agree	Agree	Neither agree nor disagree	Disagree		Strongly disagree	Don't know
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4. UNICEF has strengthened capacities at the national and local levels in formulating evidence-based and child-focused national policies that better reflect equity, child rights and social inclusion.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
----------------	-------	----------------------------	----------	-------------------	------------
5. UNICEF's support in advocacy and evidence generation has contributed to increased public investments and expenditure on social protection interventions (including in health and education).

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
----------------	-------	----------------------------	----------	-------------------	------------
6. UNICEF has contributed to strengthened social protection systems and coordination mechanisms in Bhutan.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
----------------	-------	----------------------------	----------	-------------------	------------
7. UNICEF has contributed to ensuring development plans of local governments include specific activities that address child priorities.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
----------------	-------	----------------------------	----------	-------------------	------------
8. UNICEF has contributed to improved knowledge, data, and evidence as bases for monitoring and assessment of the situation of children in Bhutan

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
----------------	-------	----------------------------	----------	-------------------	------------
9. Local government officials and young people have increased understanding of and capacity to implement child-friendly local governance, as a result of UNICEF's support and partnerships with key government agencies.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
----------------	-------	----------------------------	----------	-------------------	------------
10. UNICEF has contributed to strengthening cross-sectoral coordination in social protection /child protection sector.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
----------------	-------	----------------------------	----------	-------------------	------------
11. UNICEF has successfully positioned itself as a strategic partner in advancing evidence-based, inclusive, equitable, and gender-responsive social policies.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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Education

Based on your personal experience or knowledge of UNICEF's work, please indicate your level of agreement with the following statements pertaining to UNICEF's contributions and accomplishments in the education sector.

1. UNICEF's education programme and interventions are relevant and address national and sub-national priorities in education.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
----------------	-------	----------------------------	----------	-------------------	------------
2. UNICEF education interventions are adequate to support strengthening of systems and services to make education more inclusive, equitable and gender-responsive.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
----------------	-------	----------------------------	----------	-------------------	------------
3. UNICEF's education programmes and interventions have been effective in addressing the needs of children and adolescents, especially the most vulnerable.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
----------------	-------	----------------------------	----------	-------------------	------------
4. UNICEF has adapted its education programme to the changes in contexts and government priorities, especially following COVID-19 to ensure learning continuity.

- | | | | | | |
|----------------|-------|----------------------------|----------|-------------------|------------|
| Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | Don't know |
|----------------|-------|----------------------------|----------|-------------------|------------|
5. UNICEF has contributed to systems building/strengthening in Bhutan government's education sector.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
----------------	-------	----------------------------	----------	-------------------	------------
 6. UNICEF has contributed to enhancing the capacity of government and partners on inclusive and evidence-based policy making and programming.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
----------------	-------	----------------------------	----------	-------------------	------------
 7. UNICEF has strengthened and leveraged partnerships to support mobilisation and adequate utilisation of resources for education.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
----------------	-------	----------------------------	----------	-------------------	------------
 8. UNICEF has contributed to strengthening cross-sectoral coordination in the education sector.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
----------------	-------	----------------------------	----------	-------------------	------------
 9. UNICEF has contributed to increasing the capacity of government and partners to provide quality and inclusive early learning and education for children and adolescents, including the most marginalized.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
----------------	-------	----------------------------	----------	-------------------	------------
 10. UNICEF has contributed to increasing access to quality and inclusive early learning and education for children, including the most marginalized.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
----------------	-------	----------------------------	----------	-------------------	------------
 11. UNICEF has contributed to enhancing delivery of gender-responsive and appropriate skills-based training programs for adolescents, including out of school and unemployed youth.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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 12. UNICEF has contributed to improved education delivery through the introduction of innovative education interventions and technology.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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 13. UNICEF has contributed to increasing the quality of education in monastic institutions and nunneries.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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 14. UNICEF's advocacy interventions have contributed to the promotion of inclusive early learning and education.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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 15. The positive changes in education influenced by UNICEF are sustainable.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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 16. UNICEF has successfully positioned itself as a strategic partner of Bhutan in the education sector.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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Public health emergencies and climate action

[All respondents are required to answer this section.]

Based on your personal experience or knowledge of UNICEF's work, please indicate your level of agreement with the following statements pertaining to UNICEF's contributions and accomplishments in the areas of public health emergencies and climate action.

1. UNICEF's health emergency preparedness and response interventions are relevant to the needs of children, especially the most marginalised.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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2. UNICEF has contributed to making national and/or local risk management plans sensitive to risks related to disasters, climate change, conflict, and public health emergencies.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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3. UNICEF's COVID-19 response and recovery efforts have been effective in supporting health care systems in the districts.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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4. UNICEF has effectively contributed to the Bhutan government's efforts to provide emergency and medical supplies, vaccination services, and COVID-19 awareness and prevention campaign in response to the pandemic.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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5. UNICEF has effectively contributed to the government's COVID-19 response and recovery efforts to address emerging issues on protection and mental health due to the pandemic.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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6. UNICEF's technical support contributed to increased capacity and preparedness of the government for health emergency financing.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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7. UNICEF has successfully positioned itself as a strategic partner of Bhutan during public health emergencies and/or in emergency response.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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8. UNICEF has contributed to the strengthening of capacities of key stakeholders in disaster risk reduction and management and response.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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9. UNICEF has contributed to increased capacity of schools for disaster risk reduction and management.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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10. UNICEF's support has contributed to influencing increased investment in disaster risk reduction.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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11. UNICEF has successfully positioned itself as a strategic partner of the Bhutan government in disaster risk reduction and management.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
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Recommendations for UNICEF programming

[All respondents are required to answer this section.]

1. Considering UNICEF's work and the portfolio you are familiar with, are there any missed opportunities for UNICEF's support to children? Please indicate those briefly.
2. What should UNICEF do to be more effective in achieving expected results in your area of engagement (health/education/child protection/WASH, etc.?)
3. Considering UNICEF's work and the portfolio you are familiar with, what do you think are positive unintended consequences or outcomes of UNICEF support, if any?
4. Considering UNICEF's work and the portfolio you are familiar with, what do you think are negative unintended consequences or outcomes of UNICEF support, if any?
5. What can UNICEF do better to ensure sustainability of its interventions?

6. What is UNICEF best known for? (What is UNICEF's comparative advantage compared to other UN agencies and/or other development organisations?)
7. How can UNICEF provide more support to Bhutan government partners in climate action programming?
8. How can UNICEF provide more support to Bhutan government partners in strengthening social protection programmes and services?
9. What role should UNICEF play in the future, keeping in view the changing context?

You have completed the survey. Thank you!