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Evaluation of the UNICEF Project Good Nutrition for a healthy life of Brazilian children

Inception Report

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 info@plan-eval.com

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TECHNICAL SHEET

Evaluation Team

Evaluators

Cristiana Martin

Pauline Mauclet

Quality Control

Fabrizio Rigout

Project Manager

Laís Faleiros

Client Service

Natália Martins Valdiones

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LIST OF ACRONYMS

CIEDS	Centro Integrado de Estudos e Programas de Desenvolvimento Sustentável
CINTERCOOP	Centro Internacional de Cooperação para o Desenvolvimento
CO	Country Office
CONSEA	National Council for Food and Nutrition Security
EA	Evaluability Assessment
ET	Evaluation Team
KII	Key Informant Interview
MoH	Ministry of Health
PAA	Food Acquisition Programme
PBF	Bolsa Família Cash Transfer Programme
PCU	Plataforma Centros Urbanos
ROA	Rapid Outcome Assessment
ToC	Theory of Change
ToR	Terms of Reference
UNICEF	United Nations Children's Fund

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Executive Summary

This is the Inception Report for the external evaluation of the Project “Good nutrition for a healthy life of Brazilian children”. The Inception Report presents the methodology that will be implemented, based on a clear understanding of the evaluation objectives, scope and availability of information.

As part of this initial exercise, the evaluation team has revised and reconstructed the project's **Theory of Change** based on the project's initial Logical Framework. To do so, the evaluation team conducted a desk review of the documentation provided by the UNICEF team until February 18th, as well as one exploratory interview with UNICEF staff. The reconstructed Theory of Change reflects Plan Eval's main understanding of what the project aimed and was able to achieve and what challenges it faced throughout its implementation. This includes the COVID-19 pandemic, along with other externalities. Originally designed to focus on the decrease of ultra-processed food and beverage consumption, the project's priorities were shifted in light of the COVID-19 pandemic outbreak. The growing concern over malnutrition caused by food insecurity became a pressing issue and other strategies were adopted to disincentivize the consumption of ultra-processed food mainly in schools.

The evaluation team has reviewed a total of 190 documents related to the project. Despite the high number of documents shared, additional documentation still needs to be provided, especially reports including activity and results performance indicators. There is also missing information with regards to the role of stakeholders and implementation partners. The Evaluability Assessment highlights the need to interact with the implementation team prior to moving forward with the evaluation in order to cover the existing data and information gaps.

The evaluation methods remain similar to what was initially proposed. An evaluation matrix was built based on the proposed evaluation questions in the Terms of Reference (ToR). Questions were refined and judgement criteria, as well as sources of data, were identified. The evaluation team designed a set of data collection tools (interview guides) for the different stakeholder profiles and a stakeholder map was built to clarify the roles and interactions of the stakeholders and implementation partners with the project.

1. Introduction and Context

1.1. Context of the Evaluation

The “Good nutrition for a healthy life of Brazilian children” Project, designed in 2019 and implemented by UNICEF Brazil and partners for 3 years from 2020 to December 2022 through a partnership with donor AXA Assurance, aimed to address some of the major trends that have been affecting the health of children and adolescents in Brazil in recent years – namely, the quality of their nutrition and the increased incidence of ultra-processed food consumption, causing malnourishment and risk of child obesity – especially considering the effects of the COVID-19 pandemic in families' ability to provide healthy food.

To do so, the project initially aimed to operate on three main aspects: (i) strengthening the regulation for the food and beverage industry; (ii) capacity building of health, social assistance, and education professionals; and (iii) promotion of healthy lifestyle and breastfeeding practices.

As the project is coming to an end, UNICEF Brazil has commissioned Plan Eval to conduct the evaluation of the “Good nutrition for a healthy life of Brazilian children” project to assess (i) whether the project has managed to reach its goals and strategic objectives, while also (ii) identifying lessons learned and areas of improvement for future programming. As mentioned in the Terms of Reference (ToR) for this assignment, the evaluation is intended to inform the design of more sustainable and equitable projects in the future for the promotion of children and adolescents rights to health and adequate food.

1.2. Evaluation Scope

The evaluation will focus on the **planning, design, implementation, and results achieved**, with regards to all activities that have been finalized or are in the process of being finalized by the start of this contract. The evaluation’s temporal scope therefore covers the period between March 2020 and the start of the assignment in January 2023.

As of January 2023, the development of a study on secondary impacts of COVID-19 on children and adolescents' nutrition and health is still in the process of being finalized. As a consequence, the evaluation will focus on the implementation level of this and other ongoing activities.

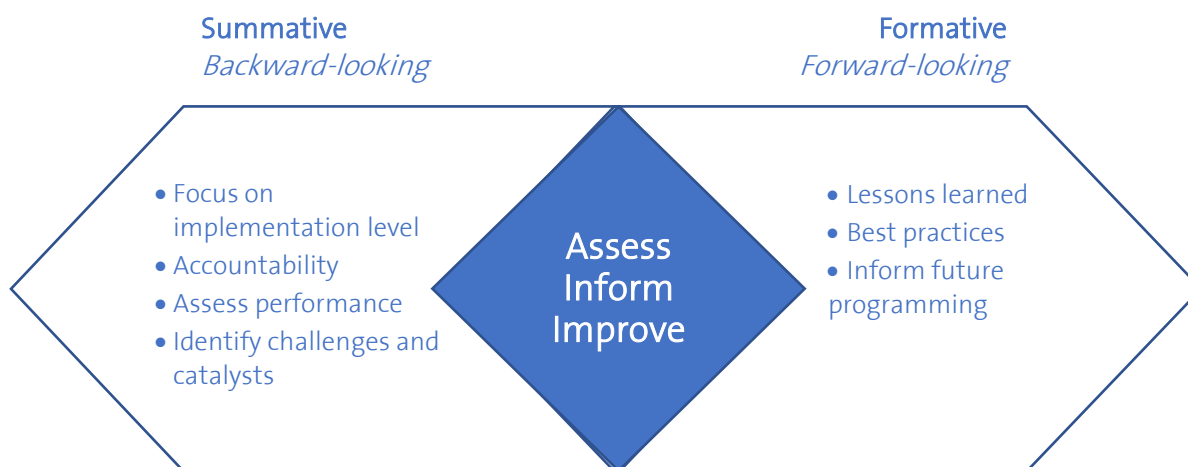
Geographically, the evaluation will cover all of the project’s targeted territories: (i) the UNICEF Seal (“Selo”) municipalities in the Semi-Arid and Amazon regions and (ii) 10 large urban centers, which include the 8 municipalities of the Agenda Cidade (Belém, Fortaleza, Manaus, Recife, Rio de Janeiro, Salvador, São Luís, São Paulo) UNICEF and specific activities in Vitória (ES) and Maceió (AL).

1.3. Evaluation Objectives

In line with the Terms of Reference (ToR), the purpose of the evaluation is to provide UNICEF Brazil and its implementing partners with findings regarding the **relevance, efficiency, effectiveness, coherence, and sustainability** of the “Good nutrition for a healthy life of Brazilian children” project, particularly considering its **planning, design, implementation and results achieved**.

The evaluation will have both a **summative** and **formative** component, aiming to assess (i) whether the project has effectively reached its goals and strategic objectives (*summative* component), (ii) while also identifying useful implementation lessons learned and areas of improvement (*formative* component), particularly considering at the necessary changes implemented due to the COVID-19 pandemic scenario. The results of the evaluation will inform future programming and course correction of ongoing programmes focused on child nutrition.

Figure 1 - Summative and Formative Evaluative Approach



Source: Plan Eval

The evaluation will assess the **relevance** of the project in creating an enabling environment to decrease the consumption of ultra-processed food and sugar beverages among children. In addition, it will assess the **effectiveness** and **efficiency** of the project contributions to promoting healthy food and prevention of childhood overweight/obesity. The evaluation team will explore and analyze the extent to which a **human rights approach** and **gender equality** principles have informed the different interventions developed. By identifying **lessons learned** and **good practices**, as well as underlying factors for successful replication the evaluation aims to provide UNICEF Brazil and partners with actionable insights and forward-looking **recommendations** with a view to strengthen UNICEF’s work.

Summary of the Evaluation Objectives

1. Assess the **relevance** of the project in creating an enabling environment to decrease the consumption of ultra-processed food and sugar beverages among children;
2. Assess the **effectiveness** and **efficiency** of the project contributions to promoting healthy food and prevention of childhood overweight/obesity;
3. Analyze to what extent a **human rights approach** and **gender equality** principles have informed the different interventions developed;
4. Identify **lessons learned** and **good practices**, as well as underlying factors for successful replication; and
5. Provide actionable and forward-looking **recommendations** with a view to strengthen UNICEF's work.

1.4. Evaluation Criteria

Within the context of this evaluation, the six Evaluation Criteria of **relevance**, **coherence**, **effectiveness**, **efficiency**, **sustainability**, and **human rights approach and gender equality** are defined as follows:

Table 1 – Evaluation Criteria

Criteria	Definition
Relevance	Appropriateness of the project design, objectives, programming strategies and approaches and expected results, considering the context and the ability to respond and adapt to changes in context, the needs and priorities of the beneficiaries and their context.
Coherence	The compatibility and synergies (or trade-offs) of the intervention with other interventions of the UNICEF country program and policies in the country.
Effectiveness	Extent to which the planned outputs and outcomes have been achieved (or are expected to be achieved) and which interventions were the most effective.
Efficiency	Extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way. For this evaluation, the main focus will be on how the established partnerships contributed or not to these results and we will formulate recommendations in terms of priorities, structure, and budget prioritization for the next nutrition-related programmes.
Sustainability	Extent to which the project has planned and exit strategy and promoted ownership and durability of effects through the

Criteria	Definition
	development of institutional, individual and/or national capacity.
Human rights approach and gender equality	Extent to which the project respected and addressed gender disparities within the target population and promoted human rights.

Source: Plan Eval

1.5. Evaluation Questions

For each of the six evaluation criteria presented above, the evaluation will seek to provide a credible and reliable answer to the following¹ evaluation questions.

Table 2 – Evaluation Questions

Criteria	Evaluation Questions
Relevance	• To what extent the project design and intervention strategies was relevant to the priorities regarding the nutrition and feeding of the most vulnerable children (and their families) in Brazil? • How has the project reacted and adapted to maintain its relevance in the face of internal and external factors affecting its execution, including the Covid-19 pandemic? • To what extent have the programmatic activities ensured that the needs of children and adolescents were considered in the planning and implementation of UNICEF-supported intervention under the project?
Coherence	• To what extent the advocacy strategy had synergies or trade-offs with global objectives (e.g., SDGs and Brazil's priority targets)? • To what extent the capacity building activities (maternities, online course and adolescents) had synergies or trade-offs to health professionals and targeted individuals (caregivers and adolescent parents)?
Effectiveness	• To what extent have the programmatic activities been effective in achieving the proposal outcomes and indicators? What were the most effective interventions? When and why were these effective? ○ To what extent was the project successful in creating an environment to influence policy change? ○ To what extent was the project able to develop capacity to tackle poor nutrition /malnutrition in early childhood? ○ To what extent were the new activities proposed in the context of the COVID-19 pandemic effective in achieving the contextual identified needs?

¹ These questions are based on the ToR questions. However, they were revised to enhance clarity, better align with the criteria definitions and avoid accumulating two questions in one.

Criteria	Evaluation Questions
Efficiency	• Were the established partnerships (official and not official, such as Ministry of Health - MoH) efficient for delivering results during the programmatic implementation? ◦ To what extent did UNICEF's and implementation partners' human, institutional and operational resources regarding the project were adequate to deliver planned results? ◦ How can UNICEF better deliver results in the next nutrition related programmes? (priorities, structure, budget prioritization)
Sustainability	• To what extent were institutional, local, and individual capacity developed promoting ownership and durability? • To what extent UNICEF planned an exit strategy? • To what extent were contextual factors (positive and negative) taken into account in interfering with the project's sustainability?
Human rights approach and gender equality	• To what extent did the project integrate gender and human rights as transversal themes along all of its phases? • Did the intervention respect and address disparities within the target population? • Did the activities promote human rights among the target population? • How did the program incorporate the "no one behind" principle?

Source: Plan Eval

1.6. Users of the evaluation

UNICEF Brazil will be one of the main users of the evaluation and aims to use its results to inform future programming and course correction of ongoing nutrition programmes.

The evaluation results will also be highly relevant for the project donors, **AXA France and AXA Brazil**, and **UNICEF Natcom France** to understand the results of the project and support decision-making with regards to future funding.

Additionally, the evaluation results will be relevant to the oversight and support functions of UNICEF's Regional Office for Latin America and the Caribbean (**UNICEF LACRO**), in charge of supervising and advising UNICEF Brazil in the implementation of its Country Programme.

Finally, the lessons learned emerging from the evaluation will also be relevant to inform UNICEF's **implementing partners** regarding successful approaches and aspects for improvement.

2. Programme Overview

2.1. Context: Ongoing trends affecting the health of children and adolescents in Brazil

In 2019, a UNICEF State of the World's Children report was published, examining the issue of children, food, and nutrition. The report revealed that approximately 250 million children under the age of 5 (or one in three children) were malnourished or overweight. The study also showed that nearly two out of three children between the ages of 6 months and 2 years were not getting the food they need to support proper growth of their bodies and brains. In addition to putting the brain development of these children at risk, malnutrition also leads to learning disabilities, low immunity, increased infections, and in many cases, death².

In Brazil, several ongoing trends were identified to be negatively affecting the health of children and adolescents:

- 1) Increasing food insecurity;
- 2) Increased childhood obesity rates (aggravated during the COVID-19 pandemic);
- 3) Unstable public policy/social protection environment;
- 4) Poor/Insufficient regulation around marketing targeted at children.

Despite having significantly reduced the rate of chronic malnutrition among children under 5 years of age in recent decades (from 19.6% in 1990 to 7% in 2006), the problem persists in Brazil, particularly among vulnerable groups such as indigenous people, quilombolas, and riverbank dwellers³.

At the same time, the consumption of ultra-processed foods is progressively increasing the number of overweight and obese children. As a result, childhood obesity has become a public health issue. According to the National Health Survey (PNS, 2020), about 6.4M children under the age of 10 are overweight, while at least 3.1M of these children are obese. As for adolescents, about 11M adolescents in Brazil are overweight, of which 4.1M are obese.

The growing number of overweight and obese children and adolescents also reflects the increasing availability of "cheap calories"⁴. While ultra-processed food tends to be more affordable, a set of micronutrients go missing from a child's ideal nourishment, leading to hidden hunger, where deficiency of minerals and vitamins can harm the development and

² UNICEF (2019). Má alimentação prejudica a saúde de milhões de crianças em todo o mundo, alerta o UNICEF. Comunicado de imprensa do 15 outubro 2019. Consultado online (27/05/2020 às 11h16): <https://www.unicef.org/brazil/comunicados-de-imprensa/ma-alimentacao-prejudica-saude-das-criancas-em-todo-o-mundo-alerta-o-unicef>

³ UNICEF (2019). Crianças, alimentação e nutrição. Crescendo saudável em um mundo em transformação. Situação mundial da infância 2019. América Latina e Caribe. https://www.unicef.org/brazil/media/5576/file/SOWC2019_Informacoes_America_Latina_Caribe.pdf

⁴ UNICEF (2019). Crianças, alimentação e nutrição. Crescendo saudável em um mundo em transformação. Situação mundial da infância 2019. América Latina e Caribe. https://www.unicef.org/brazil/media/5576/file/SOWC2019_Informacoes_America_Latina_Caribe.pdf

well-being of children, adolescents, and adults.

Despite having several policies in place for the promotion of nutrition and food security, Brazil has faced an unstable public policy and social protection environment in recent years. In 2019, the National Council for Food and Nutrition Security (CONSEA) was extinct, while the Food Acquisition Programme (PAA) and the Bolsa Família Cash Transfer Programme (PBF) were replaced by the Alimenta Brasil (Feed Brazil) and Auxílio Brasil (Aid Brazil) Programmes.

In a context of low or no regulation, industries have increased their food and beverage marketing efforts targeted at children. Despite there being regulation in place that considers marketing directed at children as abusive and illegal⁵, there are insufficient mechanisms in place at the government level to monitor infringement of the law. As a result, the monitoring and reporting of abusive and illegal practices relies mostly on action from civil society organizations.

2.2. The “Good nutrition for a healthy life of Brazilian children” Project

In response to the global trend of child obesity associated with malnutrition and the instability faced by public policy and social protection, UNICEF Brazil in partnership with AXA Assurance, developed the Project “*Good nutrition for a healthy life of Brazilian children*”, implemented in 10 cities⁶ from 2020 to 2022. The project was designed to (i) create an enabling environment to discuss and disseminate information about decreasing the consumption of ultra-processed food and sugar beverages among children and (ii) promoting healthy nutrition and the prevention of childhood overweight/obesity.

Initially, the Project aimed to address these issues on three different fronts, by:

- Promoting the establishment of more effective regulation for the food available in school environments.
- Promoting exclusive breastfeeding up to six months and healthy complementary food for children under two years old.
- Strengthening the capacity of health, social assistance, and education professionals to promote healthy eating habits.

The Project’s overall approach focused on the different environments which these children are

⁵ As described in the Brazilian [Consumer Protection Code \(Lei nº 8.078/1990\)](#) and the [Marco Legal da Primeira Infância \(Lei nº 13.257/2016\)](#) which determines the child protection against all forms of violence and consumerist pressure.

⁶ 8 cities from Agenda UNICEF and specific activities in Vitória (ES) and Maceió (AL).

inserted in household and families, pre-schools and primary health care units.

To achieve those, the following six activities were initially planned:

Table 3 – Project activities

Activity	Description
Activity 1	Advocacy for the change of laws and regulations related to ultra-processed food and sugary beverages;
Activity 2	Training of health professionals at maternities about infant and young child feeding counseling to puerperal mothers and families;
Activity 3	Capacity building of managers, health workers and preschool caregivers on the promotion of breastfeeding and healthy complementary feeding, and prevention of childhood obesity through distance learning courses;
Activity 4	Promotion of breastfeeding and healthy habits among pregnant adolescents and adolescent parents
Activity 5	Generation of a KAP (knowledge, attitudes, and practices) study on cultural, economic, and social factors related to ultra-processed food consumption among young children;
Activity 6	Development of information materials and strategies based on the study findings to promote a healthy lifestyle among young children.

Based on consultations with specialists from NGOs and the Ministry of Health, on the KAP Study conducted as part of the project, on several other studies and data collected by Brazilian capitals participants of the strategy “Plataforma Centros Urbanos” (PCU) around the time the project was about to launch - at the start of the COVID-19 pandemic - UNICEF decided not to focus its efforts on advocacy for changing the labels of ultra-processed food and beverages as initially planned.

Information back then pointed to an important decrease in nutrition services, promotion of breastfeeding, and evaluation of nutritional status: two rounds of research on the consequences of the COVID-19 pandemic on children's lives were done by UNICEF and its partner IBOPE (Brazilian Institute of Public Opinion and Statistics). According to the study, between the two rounds, there was a rise in the proportion of people who skipped meals due to lack of money to buy food (from 6% to 13%). Also, 54% of respondents reported that their eating habits had changed, with 29% of them saying that they consumed more ultra-processed food and 21% saying that they consumed more fast food and takeout.

For this reason, during Y1 (2020), the focus of the project transitioned from targeting ultra-processed food consumption and prevention of child obesity to focusing mainly on food insecurity and need for continuity of nutrition services, considering the emergent famine increase in the context of the COVID-19 pandemic and considering that Brazil would later return to the UN's Hunger Map.

As for other activities of the project, most of them went from an in-person to an online format. This was financially advantageous for the project, considering that the activities were less costly to implement online than in-person. Additionally, the financial amount received from the donor increased. Such changes caused changes in budget allocation allowing the addition and development of two new activities related to the COVID-19 emergency response:

Table 4 – Additional Project activities

Activity	Description
Activity 7	Support to the dissemination of the Ministry of Health's Nutrisus strategy (micronutrient sachets), reformulated for basic health units, in the most vulnerable regions (Northern health districts and indigenous people)
Activity 8	Study on the secondary impacts of Covid-19 on children and adolescents' nutrition and health

According to the implementation team, Activity 7 was completed as the communication strategy was developed as well as communication materials. However, due to internal processes in the Ministry of Health (MoH) – procurement and distribution delays – this campaign has not been launched yet. As for Activity 8, the study is still in progress.

Considering other changes in the activities that were implemented, Table 5 – Project Activities and Sub-activities below updates the activities developed throughout the project.

Table 5 – Project Activities and Sub-activities⁷

Project Activity	Sub-Activities for each Project Activity
1. a) Mobilize and promote awareness of managers and strategic actors from UNICEF's partner municipalities to work on a healthy eating agenda in school environments.	1.1. Engagement with decision-makers in 3 cities (Belém, Recife, Salvador) to raise awareness about the importance of approving the legislative bill (Projeto de Lei) regarding the regulation of food commerce in schools and their surroundings.
	1.2. Act on the healthy eating agenda in the school environment with local articulation of several sectors from the civil society to approve the legislative bill (Projeto de Lei) regarding the regulation of food commerce in schools and their surroundings.
	1.3. Promotion of three thematic webinars among public policy managers: 1. Healthy eating environment in schools 2. Commercial promotion and food advertising in the school environment 3. Food trading and food and nutrition education in the school environment
	1.4 Seminar was conducted in two capitals in the North of Brazil (Manaus and Belém) with school managers and health and education Secretariats and professionals to discuss about healthy and sustainable diets to children in schools
1. b) Mobilize adolescents and young people (NUCAS) with quality information to work on the healthy eating agenda in the school environment in UNICEF's partner municipalities	1.5 Develop and distribute reference material to support the awareness and activism of young leaders on the subject of healthy eating in schools, reinforcing the importance of regulating the distribution and marketing communication of food and beverages in the school environment
	1.6 Participation in NUCAS meetings
1. c) Advocacy for public policies that promote the rights of children to adequate food, and food security	1.7 Meetings with the Ministry of Health (MoH)
	1.8 Mapping of the law projects in Parliament related to nutrition and the key people working on these topics in partnership with NGO Pulso Público
	1.9 Data collection on the decreased offer and demand of health services, including nutrition, in Brazilian capitals participants of the PCU strategy
	1.10 Engagement with decision-makers and other relevant experts for advocacy related to food and beverage industries
	1.11 Creation of a National strategy disseminated by the MoH in August 2021 called PROTEJA (Prevention and Assistance to Infant Obesity)

⁷ The ET still need to confirm and validate the alignment of activities and sub-activities. The ET have found inconsistencies on the names of activities and corresponding sub-activities throughout progress reports from UNICEF and its implementing partners.

Project Activity	Sub-Activities for each Project Activity
	1.12 Distribution of advocacy materials related to prevention of childhood overweight and promotion of healthy diets
	1.13 Continued participation in the advocacy process for front-of-pack labeling mode
2. Promotion and support of breastfeeding and healthy complementary feeding of babies for puerperal mothers in large urban centers and social media	2.1 Articulations were conducted with the Ministry of Health, local government, and maternities to prepare for the intervention.
	2.2 Development of Methodology for the capacity building of health workers in 10 maternities
	2.3 Training and start of intervention in at least 3 maternities per year
	2.3. Launch a social media campaign (Campanha Papei) about the importance healthy eating and healthy feeding during early childhood
	2.4 Distribution of 1,000 copies of the UNICEF material “The 10 steps for a healthy feeding and healthy habits: from birth to 2 years old”. The intervention consists in delivering key messages related to breastfeeding and healthy eating to puerperal mothers and companions together with the distribution of the UNICEF material.
3. Capacity building of managers, health workers and pre-school teachers on breastfeeding and healthy feeding habits through an online course	3.1. Creation of content, layout, and platform for the course
	3.2. Launching of the course
	3.3. Improvement of course for further release
4. Promotion of breastfeeding and healthy habits among pregnant adolescents and adolescent parents	4.1. Creation of content and materials for the training: Primeiros Laços/University of São Paulo developed a methodology of capacity building to adolescent parents and adolescents who are pregnant on healthy feeding habits to themselves and their children
	4.2. Mobilization of adolescents for trainings in person
	4.3. Social media campaign for adolescent parents/pregnant girls
	4.4 Development of Rango de Resposta App: an app containing quality, up-to-date and easy to read information on pregnancy, labor, breastfeeding, and healthy eating habits was developed to support adolescent mothers and fathers
	4.5. Development of communication strategy about the Rango de Resposta App
5. Getting evidence-based information for the elaboration of new strategies to tackle child overweight and obesity KAP (knowledge, attitudes, and practices) study for awareness C4D campaign based on evidence	5.1 Development of methodology for a KAP study (knowledge, attitudes, and practices) on reasons for buying ultra-processed food for young children
	5.2 Conduction of KAP study with vulnerable families of young children

Project Activity	Sub-Activities for each Project Activity
	5.3 Creation of new material based on evidence for comprehensive campaign
	5.4 Dissemination of the study results among partners and in the media
6. Development of information materials and strategies based on the study findings to promote a healthy lifestyle among young children	To be confirmed with the implementation team
7. Support to the dissemination of the Ministry of Health's Nutrisus strategy (micronutrient sachets), reformulated for basic health units, in the most vulnerable regions (Northern health districts and indigenous people)	7.1 Strategic meetings with the MoH about a National programme on the prevention of child obesity (PROTEJA).
	7.2 Development of "Social Behavior Change Communication" materials for supporting a Humanitarian Cash Transfer to vulnerable families living with food insecurity.
	7.3 Development of materials for the dissemination of micronutrient powder to young children.
8. Study on the secondary impacts of Covid-19 on children and adolescents' nutrition and health	To be confirmed with the implementation team

Source: Plan Eval

2.3. Project implementation and coordination

The Good nutrition for a healthy life of Brazilian children Project has faced a few constraints during its implementation considering it launched only a couple of weeks prior to the COVID-19 pandemic. Besides having to adapt the format of some activities (from in-person to online) and postpone the delivery of others, the implementation team along with other stakeholders (maternities, schools, health secretariats), had to prioritize the specific demands of the COVID-19 response.

At the same time, given the increase of food insecurity and famine stemming from the pandemic, the project had to shift its main approach from prevention of child obesity and ultra-processed food consumption to promoting healthier nutrition.

Other implementation and coordination aspects, including difficulties encountered during implementation, will be further explored with the implementation team during the data collection phase.

2.4. Project Funding

The project is being financed by AXA Brazil and AXA France, with an overall budget of USD 869177.49⁸. The funds were received in two installments: a first installment in January 2020, followed by a second installment in March 2020.

Due to the cancellation of in-person activities (which tend to be more costly than online activities) and the currency fluctuations, the project ended up with a larger budget and was able to incorporate studies on the effect of the COVID-19 pandemic and the development of communication strategies for Nutrisus.

2.5. Monitoring & Evaluation

According to the implementation team, the project did not have a monitoring system and some of the activity and results indicators in the logical framework⁹ do not have targets. Other indicators have not been reported by the implementation partners yet. Generally, the implementing partners have shared information regarding the performance of the activities.

2.6. Theory of Change

As previously mentioned, the Project has gone through several changes due to the COVID-19 pandemic and the initial Logical Framework of the project no longer translates UNICEF's and partners' efforts throughout the past three years. Since the ET did not receive a Theory of Change¹⁰, the ToC presented below was developed by Plan Eval based on the desk research and one exploratory interview with one project consultant.

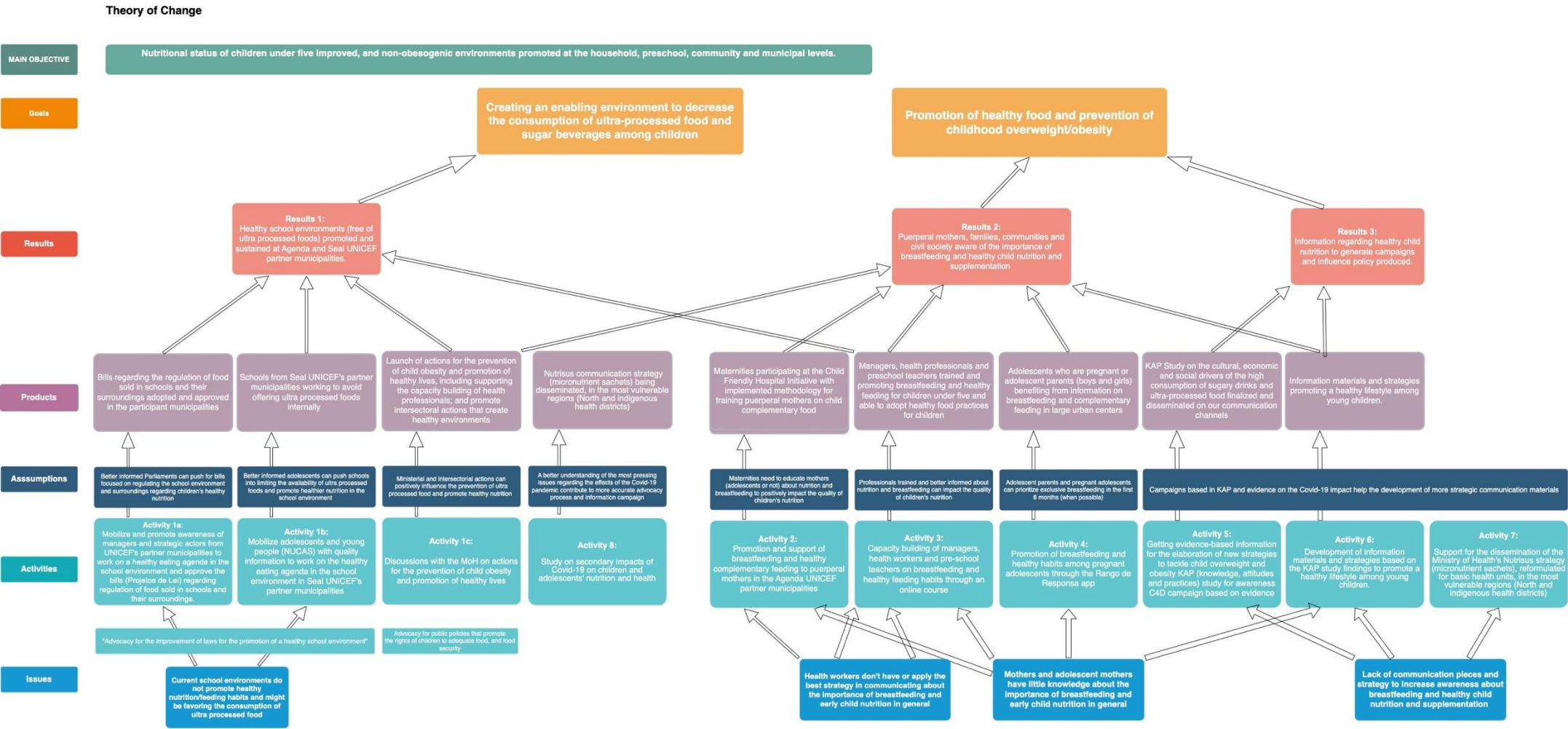
This ToC reflects the ET's understanding of the issues, activities, products, results, goals and underlying assumptions of the Good Nutrition for a Healthy life of Brazilian children project. This ToC has not yet been validated by UNICEF.

For more clarity, please visit the online and editable version of the ToC [here](#).

⁸ Considering the version of the January 2022 Annual Report, the most recent report received by the ET.

¹⁰ The closest resources were the initial logical Framework and the results with corresponding indicators reported in the annual reports.

Figure 2 - Theory of Change



2.7. Programme Stakeholders

Click [here](#) to access the online version of the stakeholder map.

Table 6 – Stakeholder Mapping

Category	Stakeholder	Role
UNICEF	UNICEF Brazil	Project Lead
	UNICEF Natcom France	Grant manager
Donor	AXA Brazil	Donor
	AXA France	Donor
Government	Ministry of Health	Requested the design of the Nutrisus strategy. UNICEF discussed the main priorities related to the promotion of healthy environments with MoH and a joint campaign on the promotion of healthy eating among children.
Implementing Partners	Brazilian Institute for Consumer Protection (Idec)	Implementing partner for advocacy related to promotion of healthier school environments
	Faros Educacional	Implementing partner of the breastfeeding and healthy eating in early childhood online course for health and social workers
	Primeiros Laços/University of São Paulo	Research group from the University of São Paulo responsible for developing the content and the methodology of the capacity building workshops for adolescent parents and adolescents who are pregnant, about healthy feeding habits to themselves and their children. They have also developed the Rango de Resposta app.
	CIEDS	Implementation partner in the city of Vitória for the activity "Promotion of breastfeeding and healthy habits among pregnant adolescents and adolescent parents"
	CINTERCOOP	Implementation partner of the training and dissemination process of the Rango de Resposta app. Also responsible for aiming to indirectly reach organizations and the government at a national

Category	Stakeholder	Role
		level to promote discussions and awareness actions for the vulnerable communities about this demand by making use of the contents and tools proposed in the app.
	Plan Eval	Consultant responsible for the KAP Study
	Cross Content	Service provider of the media content produced with the information from the KAP study
	Marcia Vitolo (consultant)	Implementation of the Nutrition Project with puerperal mothers in the Child Friendly Hospital Initiative.
	ACT Health	UNICEF Brazil discussed strategies regarding the food labeling process, publicity aimed at children, and legislation for a healthy school environment
	The Disruption Company	Service provider for social media campaigns
	Pulso Público	Responsible for mapping law projects in the Parliament related to nutrition and the key people working on these topics.
	Agência Rádio	UNICEF partnered with “Agência do Rádio” (a radio agency with more than 1,900 affiliated radios) to produce a series of news reports on the nutrition situation of vulnerable families and dietary changes during the pandemic. The series has been disseminated since February in radios and TV, calling attention to other channels and increasing the debate. Example of article published on February 1st: “Food insecurity increased during the pandemic”
Beneficiaries	Beneficiary maternities and health professionals	Activity 3
	Beneficiary puerperal mothers	Activity 2
	Beneficiary schools and educators	Activity 3

Category	Stakeholder	Role
	Beneficiary adolescents and adolescent parents	Activity 4
	Public policy managers	Activities 1a, 1c
	Legislators	Activities 1a, 1c
Other	Desiderata Institute	Idec's partner in developing the healthy schools bill
	Aliança pela Alimentação Adequada e Saudável	Idec's partner in developing the healthy schools bill

3. Evaluability Assessment

As part of the inception phase of this evaluation, an Evaluability Assessment (EA) was conducted by the evaluation team. The overall purpose of an EA is to inform the timing of an evaluation and to improve the prospects of an evaluation producing useful results. The assessment considers the following dimensions of evaluability: Evaluability “in principle”, given the nature of the project ToC; Evaluability “in practice”, given the availability of relevant data and the capacity of management systems able to provide it; and the utility and practicality of an evaluation, given the views and availability of relevant stakeholders.

For the purposes of this evaluation, the evaluability assessment is the measurement of the extent to which the programme can be evaluated in a reliable and credible fashion¹¹. The present evaluability assessment was conducted based on an evaluability checklist¹². The full checklist can be found in Annex 2.

In terms of **project design**, the evaluability assessment indicates that most of the design changes of the project were possible to track. However, there is need for more clarity about

¹¹ Organisation for Economic Co-operation and Development-Development Assistance Committee (OECD-DAC) is widely quoted and used: “The extent to which an activity or project can be evaluated in a reliable and credible fashion” (OECD-DAC 2010; p.21)

¹² Davies, R., 2013. *Planning Evaluability Assessments: A Synthesis of the Literature with Recommendations*. Report of a Study Commissioned by the Department for International Development. Available on at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/248656/wp40-planning-eval-assessments.pdf

the causal chain of some project elements. It will be key to validate the revised ToC and the new elements that were not described in previous versions to ensure the ET has a clear understanding of the results defined by the implementation team.

In terms of **availability of information**, the evaluability assessment indicates that there is still information missing, especially about the activities that have not yet been concluded. Raw datasets – if available – are still expected to be sent, as well as information about context and the role of external stakeholders. More up-to-date annual reports are also crucial to assess how the project has evolved.

Finally, in terms of the **institutional context** in which the evaluation takes place, the evaluability assessment indicates that support from the implementation team will be necessary to reach out to key stakeholders, both internal and external. The ET needs to be able to schedule conversations with the implementation team in order to better understand the project and also fulfill the transparency and participation principles that guide this evaluation. Without being able to work closely with the implementation team, the ET risks not being able to approach the necessary stakeholders to conduct the necessary data collection for the evaluation.

4. Evaluation Design and Framework

4.1. General Approach

Our proposed evaluation approach is utilization-focused¹³ (or user-focused), participatory and theory-based in order to ensure that the evaluation meets UNICEF's learning and accountability needs in an actionable fashion to inform future programming. This approach will be ensured the following way:

- **Utilization-focused:** This evaluation will be undertaken for and with specific primary and secondary users considering their programmatic needs¹⁴. It assumes that the selected stakeholders will have a high level of involvement during the evaluation to the extent of their availability. We understand that the primary purpose is to assess programme performance, identify lessons learned and to draw conclusions and recommendations to improve performance and results.

The evaluation will therefore be conducted for and with specific users such as the UNICEF team (UNICEF Brazil, UNICEF LACRO and UNICEF France), the donor (AXA France and AXA Brazil) and UNICEF's implementing partners.

- **Participatory:** This approach will emphasize participation and collaboration during the evaluation process by engaging key stakeholders at three different levels: (i) in the design of the methodology and data collection tools; (ii) in the validation of the

¹³ Patton M. Q. (2014). Utilization-Focused Evaluation. Fourth Edition.

¹⁴ By "use", we understand how real people apply the findings of the assessment and experience the assessment process.

collected data and emerging results; and (ii) in the formulation and validation of recommendations. This will be done through regular consultations and opportunities to provide feedback, allowing stakeholders to gain a better understanding of the programme and its evaluation, thereby increasing ownership and the probability of these stakeholders using the evaluation findings and recommendations to inform UNICEF's strategic positioning.

- **Theory-based:** The evaluation will compare the Theory of Change and/or logic model underlying UNICEF's interventions against evidence. In the case of this Project, the Theory of Change will be reconstructed at the inception phase. Based on that theoretical model, the evaluation team will verify whether the intended outcomes and results, as well as the underlying assumptions, can be observed in practice.

In line with the proposed approach, as well as with the consultant's experience of evaluating similar programmes, we propose that the evaluation **design be based on three main aspects**, which should also guide its implementation.

The first focuses on the **effects of interventions** – that is, which interventions have contributed to the observed changes given the context in which they occurred.

Secondly, it is necessary to understand **how these effects are distributed among stakeholders**, that is, how different development partners have benefitted from, and contributed to, the observed outcomes.

Finally, but with equal importance, it is necessary to identify and **describe the causal relationships** between activities, outputs and the results derived from them, whether intended or not, in order to explain **how the observed changes came about or didn't** and derive actionable recommendations for managerial improvement in the next programme cycle.

The evaluation approach will be supported by four methodological pillars, namely: combination of methods, data triangulation, transparency.

The combination of quantitative and qualitative methods allows us to have an understanding of the magnitude of the observed effects, as measured by monitoring data, as well as the processes that brought them about, as derived from the perspectives of the involved parties.

The principle of data triangulation involves bringing different points of view to bear on the analysis to expose causal complexity, and actively searching several sources of information to answer the same evaluation question, which reduces interpretation biases and increases the validity of inferences.

The transparency principle will also guide the process. Ensuring transparency in practice implies constant communication with those involved in the design of the evaluation, including a frank discussion of risks, threats and limitations; which then also ensures participation.

4.2. Specific Methodological approach

To provide a reliable and credible answer to the different evaluation questions, the evaluation team will rely on an **Evaluation Matrix**. The Evaluation Matrix will serve as the main planning tool for the evaluation, by identifying for each evaluation question the **sources** of data and **indicators** that will allow the research team to answer it.

Evaluation Matrix

The Evaluation Matrix is based on the proposed evaluation questions in the ToR and the ET has revised and completed the matrix.

Table 7 – Evaluation Matrix

OECD-DAC Criteria / Evaluation Questions	Judgment Criteria	Indicator/ Evidence	Sources of Information	Data Collection Method(s)
Relevance				
To what extent the project design and intervention strategies was relevant to the priorities regarding the nutrition and feeding of the most vulnerable children (and their families) in Brazil?	Country and local specificities were considered when the project was designed.	Level of comprehension of the country and local political contexts among UNICEF staff and professionals in charge of project conception.	UNICEF staff in charge of project concept	Desk research
How has the project reacted and adapted to maintain its relevance in the face of internal and external factors affecting its execution, including the Covid-19 pandemic?	The project was adapted to the changing needs and priorities of the population during the Covid-19 pandemic.	Level of comprehension of the needs and priorities of the target population and other beneficiaries.	Nutrition and brazilian-context specialists	Literature review
To what extent the project ensured that the reality, the needs and priorities of the beneficiaries were considered from design to implementation phase?	The needs and priorities of health and education professionals regarding nutrition training and capacity were met.	Adaptive capacity to respond to the needs regarding the Covid-19 pandemic.	Concept note and progress reports	Key Informant interviews
Effectiveness				
To what extent was the project successful in creating an environment to influence policy change?	The project achieved its intended outcomes and indicators.	Number of achieved outcomes	Project documentation	Desk Review
	The new activities proposed in the context of the COVID-19 pandemic	Number of indicators reached	Project monitoring data (including quantitative data)	Secondary data collection
		Evidence of the target group's		Key Informant

OECD-DAC Criteria / Evaluation Questions	Judgment Criteria	Indicator/ Evidence	Sources of Information	Data Collection Method(s)
To what extent was the project able to develop capacity to tackle poor nutrition /malnutrition in early childhood? To what extent were the new activities proposed in the context of the COVID-19 pandemic effective in achieving the contextual identified needs?	helped to meet the target group's contextual identified needs.	needs being/having been met by the project activities	Existing literature Implementation partners Beneficiaries	interviews
Efficiency				
To what extent did UNICEF's and implementation partners' human, institutional and operational resources regarding the project were adequate to deliver planned results?	UNICEF's partnerships for this project positively impacted the delivery of results. The project had clearly defined priorities and the project was implemented in accordance with these priorities. The project structure (human resources, governance structure, internal and external communications) supported the delivery of results in an economic and timely way.	Number of partnerships (likely) to be renewed Perception by project stakeholders on the collaboration between different actors Level of implementation over time (planned vs. actual)	Project documentation Implementation partners Donors Representatives from partner organizations Project's financial data	Desk Review Key Informant Interviews
How can UNICEF better deliver results in the next nutrition related projects? (priorities, structure, budget prioritization)	The project resources were used in accordance with the project's priorities. Monitoring systems allowed course correction.	Use of financial resources, per area of intervention		

OECD-DAC Criteria / Evaluation Questions	Judgment Criteria	Indicator/ Evidence	Sources of Information	Data Collection Method(s)
	Lessons learned were implemented and the resources allowed adaptability to respond to challenges.			
Coherence				
To what extent the project activities and results had synergies or trade-offs with global objectives (e.g., SDGs and Brazil's priority targets)? To what extent the advocacy strategy had synergies or trade-offs with global objectives (e.g., SDGs and Brazil's priority targets)? To what extent the capacity building activities (maternities, online course, and adolescents) had synergies or trade-offs with other UNICEF-BR (e.g., Selo Unicef and Agenda Cidades) and partner initiatives? How can the Health Unit ensure that the emergency response (e.g. COVID-19 pandemic) and contextual needs are aligned to the initial planning during longer term projects?	The implementation strategies and results had synergies/trade-offs with the 2030 Agenda and the SDGs (including priority targets for Brazil) The implementation strategies and results had synergies/trade-offs with other UNICEF-BR (Selo e AgendaCidades) and global initiatives. The advocacy strategy had synergies/trade-offs with other advocacy players regarding decreasing child overweight/obesity and poor nutrition/malnutrition (e.g., FAO, Frente Parlamentar contra a Fome) The capacity and training activities had synergies/trade-offs with other local initiatives and local government. The strategy regarding the Covid-19 pandemic had synergies/trade-offs	Evidence of synergies with global, national and local interventions and objectives. Existence of incompatibilities between the advocacy strategy and other UNICEF interventions and strategies Existence of strategies to ensure alignment between the emergency response and the initial planning	UNICEF staff in charge of designing and implementing the advocacy strategy Project documentation Targeted health professionals Targeted individuals Emergency response expert(s)	Key Informant Interviews Desk Review Existing literature

OECD-DAC Criteria / Evaluation Questions	Judgment Criteria	Indicator/ Evidence	Sources of Information	Data Collection Method(s)
	with the emergency response of other organizations.			
Sustainability				
To what extent were institutional, local, and individual capacity developed promoting ownership and durability? To what extent UNICEF planned an exit strategy? To what extent were contextual factors (positive and negative) taken into account in interfering with the project's sustainability?	Beneficiaries developed the necessary capacities and took ownership of the methodologies and knowledge shared (e.g., schools, maternities and its professionals keep sharing information and good practices) UNICEF is able to execute the exit strategy.	Number of project activities focused on developing capacities and promoting ownership Perception of project stakeholders on the existing institutional, individual and/or national capacity Perception of project stakeholders on the level of institutional, individual and/or national ownership	Project documentation UNICEF staff in charge of project design and implementation Institutional stakeholders Implementation partners	Desk Review Key Informant Interviews
Gender/human rights				
To what extent did the project integrate gender and human rights as transversal themes along all of its phases? Did the intervention respect and address disparities within the target population?	The project was designed with an understanding of and taking into consideration gender disparities within the target population. The project addresses the gender disparities within the target population.	Evidence of an understanding of the existing gender disparities within the target population Number of project activities and outcomes addressing gender disparities	Project documentation Existing literature UNICEF Staff in charge of project design	Desk Review Key Informant Interviews

OECD-DAC Criteria / Evaluation Questions	Judgment Criteria	Indicator/ Evidence	Sources of Information	Data Collection Method(s)
Did the activities promote human rights among the target population? How did the program incorporate the "no one behind" principle?	The project activities promote human rights among the target population.	Number of project activities and outcomes promoting human rights	Implementation partners	

RAPID Outcome Assessment (ROA)

Due to the uncertainties regarding the project's Theory of Change, the initially proposed Contribution Analysis was reconsidered. However, a RAPID Outcome Assessment, a methodology with similar objectives - understanding the contributions of an intervention to policy change - is now suggested to assess the contributions of the project to the regulation of food offered in school environments.

A RAPID Outcome Assessment focuses on key actors that the Project is directly influencing and how the Project has caused progressive changes and it also works backwards from a policy change to determine the factors that led into it. That being said, it would only apply to the results and activities regarding advocacy efforts, which had public policy managers (municipal, and from the MoH), decision-makers and legislators as beneficiaries.

The feasibility and utility of a RAPID Outcome Assessment are still in discussions with the UNICEF team as it may not directly translate to the intended uses of the evaluation. However, the following sections consider what would it take to perform a ROA.

4.3. Data Collection

In line with the proposed methodology, the evaluation team will rely on different sources of primary and secondary data to provide a credible and reliable answer to the different evaluation questions. The evaluation will rely on both qualitative and quantitative data, which will be collected through the following data collection methods:

- Desk Review;
- Semi-structured interviews with UNICEF staff, implementing partners, consultants, program beneficiaries, and other relevant stakeholders;
- Workshops with decision-makers, public policy managers
- Secondary data collection (existing program databases).

Desk review

During the inception phase, the evaluation team conducted a **desk review** of relevant existing reports and documentation related to the Project. Access to this documentation was provided by the UNICEF Brazil team.

Based on a first review of the available documentation, the evaluation team requested access to some missing documents, which were provided by the UNICEF Brazil team whenever possible.

Overall, the evaluation team had access to the following documents:

- Project Concept Note;
- Project's Logical Framework;
- Annual reports (2020 - 2022);
- Documentation on the implementation of the different project activities.

The full list of documents received and consulted at this stage is presented in Annex 1. As mentioned previously, access to additional documentation is still needed in the next stages of the evaluation process, for instance:

- 2023 Annual Report
- IDEC Progress Reports
- IPEC and IBOPE Research Reports

Semi-structured interviews, focus groups and workshops

A series of one-on-one interviews with relevant stakeholders will be organized by the evaluation team. The evaluation team plans to conduct up to 25 interviews, 8 focus groups

and 3 workshops¹⁵ with different profiles of stakeholders. Through these semi-structured interviews, the evaluation team will seek to gain an in-depth understanding of the project's relevance and performance, from the perspective of its key stakeholders, as well as of some of the main roadblocks, achievements and lessons learned.

All interviews will take place remotely, either over the phone or online (preferably).

Table 8 – Sample and profile of interviewees for Semi-Structured Interviews

Method	Respondents	Sample
In-depth interviews	UNICEF staff: • Staff in charge of program design; • Program implementation staff; • C4D team representative(s); • Health team representative(s); • High-level staff	5
In-depth interviews	Nutrition/policy expert(s) (if possible, specialized in the Brazilian context)	2
In-depth interviews	Implementing Partners: • Brazilian Institute for Consumer Protection (Idec); • Marcia Vitolo (consultant); • Cipó (distance learning course); • Faros Education (distance learning course); • CIEDS (Vitória); • Cintercoop (other capitals).	10
In-depth interviews	Donors: • AXA France • AXA Brazil	2
Focus group	Beneficiaries: • Health professionals participants of the online course	2
Focus group	Beneficiaries: • Education professionals	2
Focus group	Beneficiaries: • Adolescents and adolescent mothers who participated in adolescent workshops (aged 18+ at the time of the assessment)/used the Rango de Resposta app	2
Focus group	Beneficiaries: • Puerperal mothers who participated in maternity hospital interventions;	2
In-depth interviews ¹⁶ Or workshops	• Public Policy managers • Members of MoH; • Municipal managers;	6 (I) 3 (W)

¹⁵ Workshops are valid if UNICEF and the ET understand that it fits the intended uses of the evaluation.

¹⁶ In-depth interviews with public stakeholders will be conducted

Participants in the semi-structured interviews will be selected based on referrals from the UNICEF Brazil team. We will select participants in a way that allows for representation across all key groups. Interviews will be conducted following interview roadmaps in line with the evaluation matrix. The different interview roadmaps are presented in Annex 3. Crucial support from UNICEF Brazil staff will be needed to mobilize program beneficiaries, especially considering that all interviews will be conducted remotely.

Secondary data

In terms of *quantitative data collection*, the evaluation team requested access to project monitoring data. This included project monitoring indicators, as well as financial and budgetary data. These data will be used to assess the extent to which the project was able to achieve its intended outcomes and results.

As mentioned in the ToR, the financial and budgetary data may be scattered in the different systems used to monitor it. Some important efforts will therefore be required from the team to gather and organize all these data. UNICEF's support will be important at this stage to facilitate access to the different monitoring systems and validate the information gathered.

In the final evaluation report, the relevant secondary data will be presented through infographics, so as to facilitate the visualization of the activities and results achieved by the project.

4.4. Data analysis

Once data is collected, the evaluation team will then proceed to analyze it, with the primary goal of verifying that the Theory of Change is verified in practice and provide answers to the evaluation questions.

Therefore, the evaluation team will:

- Assess the level of implementation of activities and the level of achievement of outputs and outcomes.
- Verify that the ToC and its underlying assumptions and mechanisms of change are verified in practice.
- Identify other factors that may have contributed to certain outcomes in a given context.
- Develop stories of change that describe the contributions of the project to the observed outcomes.
- Refine the Theory of Change based on the results of the evaluation.
- Provide an answer to the evaluation questions.
- Draw lessons learned from the experience.

To provide an answer to the evaluation questions, all the evidence collected will be compiled

into an **evidence matrix** that has the same structure as the evaluation matrix and that, for each research question, identifies the different sources of evidence (citations, report paragraphs, etc.) based on which the question will be answered. The matrix will also assess the quality of the data collected and point out the gaps that challenged the data collection phase.

Here is an overview of the main data analysis methods that will be used for this assessment:

- **Qualitative data analysis:** The qualitative interviews will be properly organized with the help of qualitative analysis software, such as Atlas.ti. This software is a tool created to organize the data, facilitating the comparison of information and helping to find patterns between the ideas and profiles of the interviewees. Atlas.ti can work with both recordings and notes that researchers may write during the field.
- **Quantitative data analysis:** The quantitative data will be systematized and analyzed with the support of statistical packages such as Excel, Stata, R or SPSS. When using Stata or R, all manipulations are recorded in a .do file, which can be shared with the client (if requested).
- **Data Triangulation:** Data triangulation refers to listening to different points of view and using multiple sources of information on the same issues. This combination of techniques (quantitative and qualitative data) should reduce interpretation biases, increasing the validity of the study's inferences.

4.5. Reporting

The recommendations emerging from the evaluation process will be presented and discussed with relevant stakeholders at a Validation Workshop. During this workshop, the evaluation team will present the preliminary findings and conclusions of the evaluation along with the initial recommendations. The Validation Workshop will give participants the opportunity to discuss the evaluation findings and provide their feedback on the proposed recommendations.

All deliverables will be prepared and presented in English. The final version of each deliverable will then also be translated into Portuguese. As mentioned previously, the final evaluation report will also include infographics presenting data on the project's activities and outputs.

5. Ethical considerations

Throughout the evaluative process, the research team will abide by the European Union General Data Protection (EU 2019/679) and Brazilian Personal Data Protection Act (Lei Federal nº 13.709/2018) guidelines for collecting and using human subject's data.

The evaluation team will follow the company's **Primary Data Collection Protocol**, aimed at ensuring the safety of the subjects participating in their research and ensuring the protection of the subjects' identity and data. The Primary data collection protocol is included in **Annex 4**.

6. Work Plan

In order to implement the Contribution Analysis and provide an answer to the evaluation questions, the ET will follow a clearly defined work plan, presented below by evaluation implementation stage.

6.1. Stage 1: Inception

The evaluation started with a kickoff meeting between the evaluation team and the UNICEF team. During this meeting, both teams were introduced, and the objectives of the evaluation were confirmed. The evaluation team requested access to the available documentation¹⁷ and the teams discussed the possibility of conducting a set of exploratory Key Informant Interviews (KII). Key Informant Interviews (KIIs) are interviews with stakeholders selected for their first-hand knowledge about a certain aspect of the UNICEF intervention. During the inception phase, the evaluation team was only able to conduct one exploratory interview with one UNICEF team member to clarify doubts about the activities implemented. The interview was semi-structured, meaning that it was loosely organized and open to refashioning, encouraging a free flow of ideas and allowing the interviewer to ask follow-up questions based on the respondent's answers. The evaluation team managed to develop an initial understanding of the project, mainly based on the desk review and the exploratory interview; however, there are still topics to be clarified with the implementation team, mainly regarding the development of activities and the results achieved.

At this stage, the evaluation team conducted a quick Evaluability Assessment, in order to assess the availability of reliable and credible data to evaluate the UNICEF intervention and help frame the evaluation. Part of this exercise also consisted in assessing whether the evaluation's objectives were adequately defined and if the results are verifiable.

At this stage, the evaluation team also conducted a Stakeholder Mapping exercise and reconstructed the project's ToC. Finally, the evaluation team refined the proposed evaluation methodology, including the Evaluation Matrix.

The deliverable for this stage of the evaluation is the present Inception Report, which will be

¹⁷ Documentation regarding ongoing activities still needs to be shared.

presented to the UNICEF team and finalized based on the received comments.

6.2. Stage 2: Data Collection

At this stage, the ET will collect primary and secondary data to complement the Desk Review data collected and analyzed during the Inception Phase. All primary data collection activities will take place remotely.

The participants in the semi-structured interviews will be selected from the list of stakeholders that responded to the survey or through indication from the UNICEF CO team. We will select participants in a way that allows representation across all key groups. The interviews will be conducted following interview roadmaps that will be elaborated during the inception phase based on the evaluation questions and sub-questions described in the evaluation matrix. Crucial support will be needed from the UNICEF Brazil team to mobilize programme beneficiaries, especially considering the fact that all interviews will take place remotely.

6.3. Stage 3: Data Analysis & Reporting

Based on the collected data, the ET can then proceed with the analysis of these data, with the main objective of checking whether the ToC can be verified in practice and providing an answer to the evaluation questions.

To provide an answer to the evaluation questions, all gathered evidence will be compiled in an *evidence matrix* which has the same structure as the evaluation matrix and which, for each research question, identifies the different sources of evidence (quotations, report paragraphs, etc) based on which the question will be answered. The matrix will also rate the quality of the collected data and point to gaps that challenged the data collection phase.

The recommendations emerging from the evaluative process will be presented and discussed with the relevant stakeholders at a Validation Workshop with UNICEF staff and relevant implementing partners. During this workshop, the ET will present the preliminary evaluation findings and conclusions, along with initial recommendations. The Validation workshop will give the participants the opportunity to discuss the evaluation findings and provide their feedback on the proposed recommendations.

In accordance with the ToR, all deliverables will be written and submitted in English. The final version of each deliverable will then also be translated to Portuguese.

6.4. Timeline

	27-fev	06-mar	13-mar	20-mar	27-mar	03-abr	10-abr	17-abr	24-abr	01-mai	08-mai	15-mai	22-mai	29-mai
Produto 1(a): Draft Inception Report														
Apresentação Inception report														
Comentários sobre o Inception Report (UNICEF)														
Product review after receiving UNICEF comments														
Produto 1(b): Final Inception Report														
Translate Inception Report														
FASE 2 - COLETA DE DADOS														
Secondary data collection														
Interviewers mobilization														
Conduct interviews														
Data sistematization														
FASE 3 - ANÁLISES E RELATÓRIO														
Data triangulation														
Conduct Analysis;														
Refining ToC														
Provide an answer to the EQs;														
Formulate recommendations and conclusions														
Elaborate draft evaluation report														
Produto 2(a): Draft Evaluation Report														
Produto 2(b): Validation Workshop (Presentation of preliminary findings);														
UNICEF review														
Product review after receiving UNICEF comments														
Design 3-page briefing														
Dashboard														
Produto 3(a): Final Evaluation Report														
Produto 3(b): 3-page brief														
Produto 4: Dashboard														
Report translation														

7. Risk Management

Potential limitations to this evaluation and the mitigation strategies are provided in the table below.

Limitation	Description	Mitigating Measures
All relevant documentation and data may not be available or of sufficient quality	During the Inception Phase, the evaluation team will go through the available documentation to familiarize itself with UNICEF's intervention, but also to identify any gaps in the available data. Exploratory interviews with key stakeholders may be suggested at this stage in order to cover these gaps. Any remaining gaps may limit our understanding of the UNICEF intervention, possibly affecting the proposed methodology/data collection tools and the overall depth and quality of the evaluation. The existing documentation/data may be incomplete or may contain incoherent information.	All relevant documentation will be requested to UNICEF at the start of the evaluation. The evaluation team will inform UNICEF of any gaps of information identified during the evaluability assessment and ask UNICEF to send the missing documentation or to identify key informants that could provide this information during an exploratory interview.
Low response rate from key stakeholders to participate in the data collection activities	Key stakeholders may not be aware of the evaluation, its purpose and the importance of their contribution within the process. As a result, there might be a low response rate to the evaluation team's invitations for an interview. This may delay the evaluation process or limit the availability of primary data.	All key stakeholders will be informed about the evaluation, its purpose and timing. We encourage UNICEF to take the lead in introducing the evaluation team to the different key stakeholders, either through E-mail or through an introductory letter (which the evaluation team can help elaborate)
Limited availability of high level respondents for interviews	High level respondents might not have the time or availability to participate in an interview. This may delay the evaluation process or limit the availability of primary data.	Whenever possible, we will identify more than one potential respondent from a certain organization. UNICEF's support will be important to encourage respondents to participate in the interviews. In case the respondents are still unavailable for a call after several

Limitation	Description	Mitigating Measures
		attempts, the ET will try to gather at least some information by sending a list of key questions through email.
High staff turn-over amongst government officials	A high staff turn-over among UNICEF staff or among partner organizations may make it more difficult for the ET to interview individuals who have accompanied the whole process, providing valuable information emanating from the institutional memory.	The main difficulty here might be to reach those respondents. Support from UNICEF will be essential to help reach those interview respondents.
Data scattered between different monitoring systems	Financial and budgetary data may be scattered in the systems used to monitor it, which may make it more difficult to gather and to analyse the data.	The evaluation team will request access to the different monitoring systems at the inception phase (during the evaluability assessment), in order to get a better sense of the quality of the data and the type of analyses that can be done based on it. The evaluation methodology will take this into consideration and will highlight any limitations.
The project is incomplete	If certain project activities are still ongoing by the start of the evaluation, this may limit the evaluation team's ability to fully evaluate the intervention.	In accordance with the terms of reference, the evaluation will focus on all activities carried out between March 2020 and the beginning of the evaluation. The activities that are still ongoing by that time, will be considered as part of the evaluation, but the analysis will be limited to the most up-to-date (at the start of the evaluation) data available. The fact that certain activities are still ongoing might, on the other hand, open up an opportunity for the evaluation team to observe how certain activities (f.ex. workshops and trainings) are being conducting in practice.
Certain data is	Certain monitoring data might still be	If new data becomes available

Limitation	Description	Mitigating Measures
unavailable by the start of the evaluation	in the process of being collected or verified and the evaluation team may not have access to this data by the time it starts the analysis and reporting phase.	during the inception or data collection phase, the team is usually able to integrate it into the report. If data becomes available during the analysis and reporting phase, the possibility of including this data in the analysis will need to be discussed between UNICEF and the Plan Eval team.

8. ANNEXES

Annex 1: Provided documentation

File Name	Sub-File Name	Document
Implementation	AXA Evaluation	01. UNICEF Brazil Good nutrition Technical Proposal
	Campanha	Copy of Annex 7 - LRPS-2021-9168611
	Campanha nutrição	video
		plano de midia resumido- Papei
		UNICEF - Spot Comer + Brincar 30 segs_Cris_29Janeiro
	Curso Faros	Curso Amamentação 2021 (FILE)
		> 10passos_ilustras.pdf
		> APOSTILA Alimentação Final.pdf
		> Curso IBFAN Módulo final FINAL Módulo 4 (1)
		> Esquema alimentar a partir dos 6 meses de idade
		> Exercícios Módulo 2
		> GAME 3 - Questões ajustadas_Revisadas
		> GAME M2 - Questões ajustadas_revisada
		> Intro - História de Maria e sua família
		> MATRIZ - Unicef - Amamentação_v.3.2

File Name	Sub-File Name	Document
		> MATRIZ - Unicef - Amamentação v.5.1 revisão Marília
		> MATRIZ - Unicef - Amamentação v.6 10 05
		> Mensagem Inicial
		> Módulo 1 - Aleitamento Materno vs2_revisto_2021
		> Módulo 1 2021 08 04
		> Módulo 2 07.04.21
		> Módulo 2 2021 revisto ML SA
		> Módulo 2 2021
		> Módulo 2 módulo 2.1 -revisao FINAL 23JAN (1)
		> Módulo 2 nova proposta
		> Módulo 3 Módulo 2.2 revisão FINAL 23JAN (1)
		> Módulo 4 21 04
		> PROJETO APOSTILA V3.pdf
		> PROJETO_APOSTILA_V4.pdf
		> Questionário Módulo2
		> Questões - Amamentação - Módulo 1
		> Questões Módulo 4 - Game

File Name	Sub-File Name	Document
		UNICEF Curso Amamentação Apostila (005)
		Acordo de longo Documents Unknown Supplie Plano de Trabalho Faros
		Acordo de longo Documents Unknown Supplie PORTFOLIO Digital Faros
		Carta Apostila Amamentação Selo Out 2022
		Proposta revisada Faros LTA Nutricao EAD (004)
		UNICEF Book apresentação cards divulgação FINAL revisado Marília
		UNICEF Book apresentação cards divulgação FINAL revisado final
	Estudo CAP	Estudo KAP UNICEF Brasil BASE DE DADOS GERAL
		Produto04 PlanEval EstudoKAP UNICEF Relatório Final revisto RM LG FCR
		Produto04 PlanEval EstudoKAP UNICEF Relatório Final revisto vfinal limpo FCR
		Alterações CAP 31 11-mk
		Estrutura editorial coment
		PR Estudo CAP
		PR Estudo CAP_versao 1
		Produto02 PlanEval EstudoKAP UNICEF rev LG PM FCR Revisado 01 02
		Produto03 PlanEval EstudoKAP UNICEF Ques 22 02
		Produto03 PlanEval EstudoKAP UNICEF Resultados 1705

File Name	Sub-File Name	Document
		Produto04 PlanEval EstudoKAP UNICEF Relatório Final revisto
		Produto04 PlanEval EstudoKAP UNICEF Relatório Final revisto completo
		Produto04 PlanEval EstudoKAP UNICEF Relatório Final revisto PLAN
		Resultado_estudo_CAP_revisado_SA
		Resumo ESTUDO CAP
	Estudo Ipec	211010 Impactos Covid19 questionário
		Questionário Insegurança Alimentar NOV2022
	Idec	Materiais convite webinários AGO2022 (FILE)
		> Carta aos gestores
		> Carta parceiros implementadores Selo
		> factsheet 1.pdf
		> FactSheet Web 1
		> FactSheet Web 2
		> FactSheet Web 3
		> FACTSHEET 2
		> IDEC FACTSHEET 3
		> IDEC UNICEF CARD 02

File Name	Sub-File Name	Document
		> IDEC UNICEF STORY 02
		> IDEC UNICEF TWITTER 02
		> Proposta Webinários Ambiente Alimentar Saudável nas Escolas
		old (FILE)
		> 04 Programme Document Template -Idec (Recuperação Automática).docx
		> 04 Programme Document Template -Idec.docx
		> 06 Partner Declaration - Idec.docx
		> Projeto Unicef -Idec 2021.docx
		01 Non-PRC Submission & Approval Form - Idec
		04 Programme Document Template -Idec-30.03
		Apresentação_IDEC
		Comentários webinários do Selo
		Guia para Gestores municipais - Alimentação saudável nas escolas
		Memoria de cálculo - IDEC março2022
		Municípios Selo+Proteja
		TP_UNICEF_Webinar_13_SET_22
		TP UNICEF Webinar 13 SET 22-DESKTOP-AIQL34N

File Name	Sub-File Name	Document
		VISITA PROGRAMATICA - Idec
		VISITA PROGRAMATICA - Idec
		VISITA PROGRAMATICA - out 2022 Idec signed
		https://www.youtube.com/watch?v=-D1hRPyNLRO
	Papei	Files site (FILE)
		Acompanhamento PAPEI
		Carta Influencers
		faixaPAPEIelementos
		Influencers
		landingpagePAPEI
		personagens1
		personagens2
		personagens3
		personagens4
		personagens5
		personagens6
	Projeto	Emails pre licenca (FILE)

File Name	Sub-File Name	Document
	maternidades	Notas de Agradecimento (FILE)
		Contract 43322845 Vitolo 12may
		Copy of lista das mães IPERBA 17-02-21
		Nota de Agradecimento Maternidades
		Nota de Agradecimento Maternidades primeira versão
		Proposta Maternidades Unicef 2021
		RELATORIO FEVEREIRO DE 2021
		RELATORIO SETEMBRO DE 2021
		Relatorio Fernando Magalhães
		Relatorio Fortaleza
		Relatorio Fortaleza
		Relatorio Fortaleza-DESKTOP-AIQL34N
		Relatorio Fortaleza-DESKTOP-AIQL34N-2
		Relatorio IPERBA
		Relatorio LEILA
		Relatorio LEONOR
		Relatorio MACMA (1)

File Name	Sub-File Name	Document
		Relatorio MACMA
		Relatorio MACMA
		Relatorio MACMA Sao Luis
		Relatorio Recife
		Relatorio SP Interlagos 2022
		Relatorio SP Interlagos 2022
		Request for Contract Amendment - LTA maternidades
	Projeto USP	aplicativo (FILE)
		versão impressa (FILE)
		> alimentos maes-adolescentes-03-12 final.pdf
		> ANEXO1 CARDS final
		> ANEXO2 MITO-VERDADE2 final.pdf
		> ANEXO3 GESTANTE NUTRIDA BEBE NUTRIDO2 final.pdf
		Alimentação adolescentes grávidos e pais-FINAL
		Capacitações adolescentes 02.05
		Capacitações adolescentes Vitoria
		CARDS DE ALIMENTAÇÃO (002) 26 04

File Name	Sub-File Name	Document
		CARDS DE ALIMENTAÇÃO revisão 20.4
		CARDS DE ALIMENTAÇÃO revisão Marília
		CONTEÚDO APP UNICEF
		Ficha Técnica
		Marca aplicativo
		Plano de atividades Grupais Alimentação Saudável 21.05 Revisão 28 05
		Plano de atividades Grupais Alimentação Saudável junho
		plano de atividades 27 04
		plano de atividades 27 04 Vitória
		PROPOSTA DE ABORDAGEM GRUPAL ADOLESCENTES GESTANTES ALIMENTAÇÃO SAUDÁVEL revisto UNICEF
		PROPOSTA DE ABORDAGEM GRUPAL Revisão 20.04
		PROPOSTA DE ABORDAGEM GRUPAL Revisão Marília
		proposta ficha técnica
		PROPOSTAGRUP03 26 04
		Relatório de Acompanhamento Meio termo - Rango de Resposta
	Raiz da pasta	221818 - Impactos Covid-19 Saúde Questionário Insegurança Alimentar 11NOV2022 REVISADO UNICEF
		relatorio de atividades setembro - Belem do Para.docx valendo

File Name	Sub-File Name	Document
Reports	2020	20200320 Report AXA and UNICEF Partnership
		20200415 AXA Project in Brazil- First Update Summary 16.04
		20200622 AXA Project in Brazil- Second Update Summary 23.06
		20200625 Second update AXA
		20200810 AXA Project in Brazil- Third Update Summary 08.10
		20201222 newdatesreportAXABrazil
	2021	202102 Anual report AXA Brazil Feb2021 SC190768
		202102_Anual_report_AXA_Feb2021
		20210119 AXA Project in Brazil- Fourth Update Summary
		20210119 Forth Update Summary AXA Brazil SC190768
	2022	202201 Anual report AXA Jan 2022
		202206 Update Summary AXA 2022
ToR		Annex 3 - TOR Template for Goods and Services
		TOR AXA 2022
		TOR AXA 2022 draft
		ToR_AXA_Evaluation_simplificado_Rev1Proc
		TOR impressao Apostilas

Annex 2: Evaluability Assessment

Program Design (as described in a Theory of Change, Logical Framework or narrative)		
Clarity?	Are the long-term impact and outcomes clearly identified and are the proposed steps towards achieving these clearly defined?	The project has faced significant alterations from its inception to its implementation, mainly due to a shift in priorities caused by the COVID-19 pandemic outbreak. Only the initial Logic Framework was provided, and it no longer reflects the implementation or the project design. The single exploratory interview conceded by the project team was not sufficient to thoroughly assess the shifts in the Logic Framework nor was the documentation provided. Progress and annual reports lack in continuity and alignment with reports from implementation partners. However, with the information available, the evaluation team reconstructed the Theory of Change, and validation is still needed.
Relevant?	Is the Program objective clearly relevant to the needs of the target group, as identified by any form of situation analysis, baseline study, or other evidence and argument? Is the intended beneficiary group clearly identified?	Program objectives are clearly relevant to the needs of the target groups, as identified by the KAP study conducted as well as previous studies conducted by UNICEF and IBOPE. There is also an ongoing study about the effects of the COVID-19 pandemic in the health and nutrition of children under five years old. Such studies are cited in project documentation. However, the ET did not have access to them.
Plausible?	Is there a continuous causal chain, connecting the intervening agency with the final impact of concern? Is it likely that the Program objective could be achieved, given the planned interventions, within the Program lifespan? Is there evidence from elsewhere that it could be achieved?	Two new activities were added to the program as the implementation began and the priorities of the program changed. However, the causal chain of such activities with the results and desired impact is not entirely clear. For example, the January 2022 Annual Report suggests that the Activity “Supporting families living with food insecurity” contributes to the Result “Federal Government and the Parliament mobilized to strength laws and legislations to improve regulation and monitoring related to food and beverages industries to prevent overweight and obesity in early childhood”.

Program Design (as described in a Theory of Change, Logical Framework or narrative)		
		The revised ToC aimed to establish more cohesive causal chain to reach the project objectives.
Validity and reliability?	Are there <i>valid</i> indicators for each expected event (output, outcome and impact levels)? I.e. will they capture what is expected to happen? Are they <i>reliable</i> indicators? I.e. will observations by different observers find the same thing?	Indicators were established in the initial Logic Framework. Some indicators are not aligned to rightfully capture the performance of project, especially considering the impact metric (nutritional status of child under 5).
Testable?	Is it possible to identify which linkages in the causal chain will be most critical to the success of the Program, and thus should be the focus of evaluation questions?	It is still necessary to discuss with the implementation team.
Contextualised?	Have assumptions about the roles of other actors outside the Program been made explicit? (both enablers and constrainers) Are there plausible plans to monitor these in any practicable way?	The evaluation team did not find assumptions about the role of external stakeholders and possible enablers or constraints of the project.
Consistent?	Is there consistency in the way the Theory of Change is described across various Program multiple documents (Design, M&E plans, work plans, progress reports, etc.)	There is only some consistency in the way the activities are described across documents, particularly the annual reports.
Complexity	Are there expected to be multiple interactions between different Program components? [complicating attribution of causes and identification of effects] How clearly defined are the expected interactions?	Multiple interactions are expected between the different program components. However, such interactions haven't been made explicit.

Program Design (as described in a Theory of Change, Logical Framework or narrative)		
Agreement?	To what extent are different stakeholders holding different views about the Program objectives and how they will be achieved? How visible are the views of stakeholders who might be expected to have different views?	The views of the external stakeholders are still unclear as the exploratory interviews phase was not able to reach them and only part of the project documentation available reflect external stakeholders' views and project understanding.
INFORMATION AVAILABILITY		
Is a complete set of documents available?	Relative to what could have been expected? E.g. Program proposal, Progress Reports, Evaluations / impact assessments, Commissioned studies	Documentation is still required as reports from Idec and Ipec have not yet been delivered.
Do baseline measures exist?	If baseline data is not yet available, are there specific plans for when baseline data would be collected and how feasible are these? If baseline data exists in the form of survey data, is the raw data available, or just selected currently relevant items? Is the sampling process clear? Are the survey instruments available? If baseline data is in the form of national or subnational statistics, how disaggregated is the data? Are time series data available, for pre-Program years?	The only reference about baseline data is in the annual reports and it is considered "0" for the majority of activities. The nutritional status of children under five was apparently adopted as a baseline reference for the project's impact. This data is not geographically disaggregated, nor it is disaggregated by gender.
Is data being collected for all the indicators?	Is it with sufficient frequency? Is there significant missing data? Are the measures being used reliable i.e. Is measurement error likely to be a problem?	There are sufficient data for activity indicators. However, it is not clear how data is collected.

Program Design (as described in a Theory of Change, Logical Framework or narrative)		
Is critical data available?	Are the intended and actual beneficiaries identifiable? Is there a record of who was involved in what Program activities and when?	Evaluators have ascertained that intended and actual beneficiaries are identifiable. There are clear records of who was involved in what Program activities and when.
Is gender disaggregated data available?	In the baseline? For each of the indicators during Program intervention? In the control group? In any mid-term or process review?	The disaggregation by gender was found in the progress reports of the activities conducted at maternity hospitals and distribution of guidelines, when mothers were inquired if their male partners read the guidelines.
If reviews or evaluations have been carried out...	Are the reports available? Are the authors contactable? Is the raw data available? Is the sampling process clear? Are the survey instruments available?	Annual reports are available. Raw data from implementing partners was requested. However, the ET has not yet received it. Raw data from studies was also requested and not yet delivered.
Do existing M&E systems have the capacity to deliver?	Where data is not yet available, do existing staff and systems have the capacity to do so in the future? Are responsibilities, sources and periodicities defined and appropriate? Is the budget adequate?	It is not clear how missing data would be made available.
INSTITUTIONAL CONTEXT		
PRACTICALITY		
Accessibility to and availability of stakeholders?	Are there physical security risks? Will weather be a constraint? Are staff and key stakeholders likely to be present, or absent on leave or secondment? Can reported availability be relied upon?	The evaluation will be conducted online. One key member of UNICEF the implementation team is on maternity leave, and she won't be back until the end of this evaluation. Another former team member was requested to be contacted, but there still no contact information from her. The evaluation team tried to contact other team members, but unsuccessful. The ET was informed it will be possible to contact beneficiaries.

Program Design (as described in a Theory of Change, Logical Framework or narrative)		
Resources available to do the evaluation?	Time available in total and in country? Timing within the schedule of all other activities? Funding available for the relevant team and duration? People with the necessary skills available at this point?	Exploratory data collection showed that there is still adequate time, resources to achieve its targets
Is the timing right?	Is there an opportunity for an evaluation to have an influence? Has the Program accumulated enough implementation experience to enable useful lessons to be extracted? If the evaluation was planned in advance, is the evaluation still relevant?	The evaluation is relevant, timely and has a chance to influence other programmes from UNICEF, particularly about the strategies adopted to quickly adapt to the COVID-19 pandemic.
Coordination requirements?	How many other donors, government departments, or NGOs need to be or want to be involved? What forms of coordination are possible and/or required?	The ET will need the Support of the implementation team to contact the necessary stakeholders.
UTILITY		
Who wants an evaluation?	Have the primary users been clearly identified? Can they be involved in defining the evaluation? Will they participate in an evaluation process?	Primary and secondary users have been clearly identified. The evaluation is mostly for internal use.
What do stakeholders want to know?	What evaluation questions are of interest to whom? Are these realistic, given the Program design and likely data availability? Can they be prioritised? How do people want to see the results used? Is this realistic?	Yes. The evaluation team has adopted the evaluation questions in the ToRs and made additions and adjustments after literature review of annual reports to help stakeholders appreciate progress/or not of Program design and implementation.

Program Design (as described in a Theory of Change, Logical Framework or narrative)		
What sort of evaluation process do stakeholders want?	What designs do stakeholders express interest in? Could this work given evaluation the questions of interest and likely information availability, and resources available?	The evaluation team has used all questions in the ToRs to track topics of interest to stakeholders. The stakeholder selection to conduct interviews tend to offer the necessary information about implementation and design of the project.
What ethical issues exist?	Are they known or knowable? Are they likely to be manageable? What constraints will they impose?	Evaluators have not detected any constraints with regards to ethical standards.
What are the risks?	Will stakeholders be able to manage negative findings? Have previous evaluation experiences prejudiced stakeholder's likely participation?	Evaluators have not identified any negative impacts from the past implementation processes of the Program. However, the implementation team can still share concerns is applicable.

Annex 3: Data Collection Tools

UNICEF Staff

UNICEF Staff (Design and Implementation)		
Theme	Questions	Time
Introduction and purpose of the interview	Hello! My name is _____ and I am a researcher conducting an evaluation for UNICEF Brazil. The UNICEF Brazil along with its partners and donors developed the project “Good nutrition for a healthy life of Brazilian children” aiming to address some of the major trends that have been affecting the health of Brazilian children and adolescents in recent years. The purpose of the evaluation is to (i) assess whether the project has effectively reached its goals and strategic objectives and (ii) identify lessons learned and areas of improvement for future projects. The information we discuss here will be very valuable to support UNICEF’s projects. As a professional researcher, I guarantee confidentiality of everything we talk about and your name will not be mentioned in the report, except in an annex in a list of people consulted. This information will be shared exclusively with UNICEF and the project donor. With your consent, I would like to record this conversation for analysis and report writing purposes only. The recordings will be destroyed once we complete our analysis. However, if you don’t feel comfortable with recording, we can carry on the interview without it. Participation is voluntary, so you are free to decline responding any questions and stopping this interview at any time. Shall we start?	2’
General information and local context	Please tell me a bit about your role on the “Good nutrition for a healthy life of Brazilian children” and its goals towards promoting healthy nutrition and prevention of childhood overweight/obesity.	8’

UNICEF Staff (Design and Implementation)		
Theme	Questions	Time
	• Could you provide a general overview of your experience/impressions regarding the design of the activities and their implementation? ◦ Look for: decisions/choices regarding the proposed activities and target population. • Could you please explore the main differences between the initial conception of the activities and the adaptations faced due to the Covid-19 pandemic? ◦ Have the main objectives or activities changed? How? • How would you describe the relationship between UNICEF's implementation team, the implementation partners, and other stakeholders throughout the project? How were partner NGOs chosen?	
Relevance	• Based on your experience, did the project goals met the needs of the national and local context (maternities and schools) where it specifically took place? Please explain. ◦ What needs were not met? • Based on your experience, how aligned were the advocacy activities with current discussions regarding food and beverages labeling/consumption in schools? Please explain. • In what ways has the COVID-19 pandemic affected the relevance of the project? • How did the implementation of the project respond to the changing context of pandemic and its restrictions?	6'
Coherence	• Based on your experience, to what extent have the project activities and results had synergies (or trade-offs) with global objectives (e.g. SDGs and Brazil's priority targets)? • Based on your experience, to what extent have the project activities and results had synergies (or trade-offs) with other UNICEF-BR (e.g., Selo Unicef and Agenda Cidades) and partner initiatives? • To what extent did the project activities show synergies (or trade-offs) with other local initiatives from other organizations including the local government?	5'
Effectiveness	• How would you define success of the Good nutrition for a healthy life of Brazilian children project?	12'

UNICEF Staff (Design and Implementation)		
Theme	Questions	Time
	• What limitations or challenges have you observed towards reaching the goals of the project? • Based on your experience, to what extent was the project successful in creating an environment to influence policy change? Please explain. • Based on your experience, to what extent was the project able to develop capacity to tackle poor nutrition /malnutrition in early childhood? • To what extent did the project's main objectives present synergies with each other? • Based on your observed experience, what were the most effective¹⁸ activities of the project and how did they align with the proposed results? • To what extent were the new activities proposed in the context of the Covid-19 pandemic effective in achieving the emergent needs? • Based on your experience, to what extent has the project produced unintended outcomes (positive and negative)?	
Efficiency	• To what extent were the human, institutional and operational resources available to the project adequate to reach planned results? Explore: ○ Project Governance and partnerships ○ Internal and external communications ○ Monitoring systems ○ Adaptive and learning culture ○ Financial and time management/efficiency	10'

¹⁸ Extent to which the planned outputs and outcomes have been achieved (or are expected to be achieved) and which interventions were the most effective.

UNICEF Staff (Design and Implementation)		
Theme	Questions	Time
Sustainability	- To what extent did UNICEF plan an exit strategy? What did it entail? - To what extent was the capacities developed (institutional, local, and individual) promoted ownership and durability? - To what extent did the activities help strengthen public policies and its strategies, including financial or budgetary commitments? - Were there contextual factors (positive and negative) could interfere in the project's sustainability?	5'
Gender and Human Rights	- To what extent did the project integrate gender and human rights as cross-cutting themes along all of its phases? - How did the program incorporate the "no one behind" principle?	5'
Lessons Learned	- Are there any key lessons learned or major takeaways that you would like to share based on your experience? - How can UNICEF better deliver results in the next nutrition related programmer? (priorities, structure, budget prioritization)	2'
Recommendations	- Since this is a study being developed by UNICEF in partnership with government, do you have any recommendations or points of feedback that you think would help them develop actions, advocacy tools and policy documents to support future projects? - Are there additional areas of focus that should be addressed or prioritized moving forward?	2'

Nutrition specialists

Nutrition specialists		
Theme	Questions	Time
Introduction and purpose of the interview	Hello! My name is _____ and I am a researcher conducting an evaluation for UNICEF Brazil. The UNICEF Brazil along with its partners and donors developed the project “Good nutrition for a healthy life of Brazilian children” aiming to address some of the major trends that have been affecting the health of Brazilian children and adolescents in recent years. The purpose of the evaluation is to (i) assess whether the project has effectively reached its goals and strategic objectives and (ii) identify lessons learned and areas of improvement for future projects. The information we discuss here will be very valuable to support UNICEF’s projects. As a professional researcher, I guarantee confidentiality of everything we talk about and your name will not be mentioned in the report, except in an annex in a list of people consulted. This information will be shared exclusively with UNICEF and the project donor. With your consent, I would like to record this conversation for analysis and report writing purposes only. The recordings will be destroyed once we complete our analysis. However, if you don’t feel comfortable with recording, we can carry on the interview without it. Participation is voluntary, so you are free to decline responding any questions and stopping this interview at any time. Can we start?	2’
General information and local context	- Based on the material previously shared, could you provide a general overview of your experience/impressions regarding the design of the activities of the project? - Look for: consistency of assumptions, causal chain impressions.	8’

Nutrition specialists		
Theme	Questions	Time
Relevance	- Based on your observed experience, did the project goals met the needs of the national and local context (maternities and schools) where it specifically took place? Please explain. - What needs were not met? - Based on observed experience, how aligned were the advocacy activities with current discussions regarding food and beverages labeling/consumption in schools? Please explain. - In what ways has the COVID-19 pandemic affected the relevance of the project? - How did the implementation of the project respond to the changing context of pandemic and its restrictions?	6'
Coherence	- Based on your observed experience, to what extent have the project activities and results had synergies (or trade-offs) with global objectives (e.g. SDGs and Brazil's priority targets)? - Based on your observed experience, to what extent have the project activities and results had synergies (or trade-offs) with other UNICEF-BR (e.g., Selo Unicef and Agenda Cidades) and partner initiatives? - To what extent the project activities had synergies (or trade-offs) with other local initiatives from other organizations including the local government?	5'
Sustainability	- To what extent do you believe the project is sustainable? - To what extent the activities helped strengthen public policies and its strategies, including financial or budgetary commitments? - Which contextual factors (positive and negative) could interfere in the project's sustainability?	12'
Recommendations	- Since this is a study being developed by UNICEF in partnership with government, do you have any recommendations or points of feedback that you think it would help them develop actions, advocacy tools and policy documents to support future projects? - Are there additional areas of focus that should be addressed or prioritized moving forward?	10'

Implementing partners

Implementing Partners		
Theme	Questions	Time
Introduction and purpose of the interview	Hello! My name is _____ and I am a researcher conducting an evaluation for UNICEF Brazil. The UNICEF Brazil along with its partners and donors developed the project “Good nutrition for a healthy life of Brazilian children” aiming to address some of the major trends that have been affecting the health of Brazilian children and adolescents in recent years. The purpose of the evaluation is to (i) assess whether the project has effectively reached its goals and strategic objectives and (ii) identify lessons learned and areas of improvement for future projects. The information we discuss here will be very valuable to support UNICEF’s projects. As a professional researcher, I guarantee confidentiality of everything we talk about and your name will not be mentioned in the report, except in an annex in a list of people consulted. This information will be shared exclusively with UNICEF and the project donor. With your consent, I would like to record this conversation for analysis and report writing purposes only. The recordings will be destroyed once we complete our analysis. However, if you don’t feel comfortable with recording, we can carry on the interview without it. Participation is voluntary, so you are free to decline responding any questions and stopping this interview at any time. Can we start?	2’
General information and local context	• Please tell me a bit about your role on the “Good nutrition for a healthy life of Brazilian children” and its goals towards promoting healthy nutrition and prevention of childhood overweight/obesity. • Could you provide a general overview of your experience/impressions regarding the design of the activities and their implementation? ◦ Look for: decisions/choices regarding the proposed activities and target population. • Could you please explore the main differences between the initial conception of the activities and the adaptations faced due to the COVID-19 pandemic?	8’

Implementing Partners		
Theme	Questions	Time
	Have the main objectives or activities changed? How?	
Relevance	- Based on your observed experience, did the activity met the needs of the national and local context (maternities and schools) and the beneficiaries where it specifically took place? Please explain. What needs were not met? - Based on observed experience, did the workshops/information shared met the needs of the participants (public managers, health, and education professionals/adolescents/puerperal mothers)? Only for Activity 1: - Based on observed experience, did the project advocacy activities met the needs of/contributed to the discussion regarding ultra-processed food and sugary beverages labeling/consumption in school? Please explain. - In what ways have the COVID-19 pandemic affected the relevance of the project? How did the implementation of the project respond to the changing context of pandemic and its restrictions?	6'
Coherence	- Based on your observed experience, to what extent the project activities and results had synergies and trade-offs with global objectives (e.g. SDGs and Brazil's priority targets)? - Based on your observed experience, to what extent the project activities had synergies (or trade-offs) with other local initiatives from other organizations including the local government?	5'
Effectiveness	- How would you define success of the Good nutrition for a healthy life of Brazilian children project? - Which factors contributed/were decisive in the process of implementing the project and achieving goals? - What limitations or challenges have you observed towards reaching the goals of the project? Only for Activity 1 partners: - Based on you observed experience, to what extent was the project successful in creating an environment to influence policy change? Please explain.	12'

Implementing Partners		
Theme	Questions	Time
	• For other Activities: ◦ Based on you observed experience, to what extent was the project able to develop capacity to tackle poor nutrition /malnutrition in early childhood and children up to 5 yo? • Based on your observed experience, what were the most effective¹⁹ strategies adopted to reach the proposed results? • To what extent were the new activities proposed in the context of the Covid-19 pandemic effective in achieving their goals? • Based on your observed experience, to what extent has the activity produced unintended outcomes (positive and negative)?	
Efficiency	• To what extent did the human, institutional and operational resources of the partnerships were adequate to reach planned results? Explore: • Relationship with UNICEF (and other partners, if applicable) and local stakeholders • Internal and external communications • Monitoring systems • Adaptive and learning culture • Financial and time management	10'
Sustainability	• Was there an exit strategy of the project? What did it entail? • To what extent were institutional, local, and individual capacity developed promoting ownership and durability? • Were there contextual factors (positive and negative) interfering in the project's sustainability?	5'
Gender and Human Rights	• To what extent did the project integrate gender and human rights as transversal themes along all of its phases? Explore: ◦ Design/Implementation	5'

¹⁹ Extent to which the planned outputs and outcomes have been achieved (or are expected to be achieved) and which interventions were the most effective.

Implementing Partners		
Theme	Questions	Time
	○ Monitoring ○ Results/Impact • How did the program incorporate the "no one behind" principle?	
Lessons Learned	• Are there any key lessons learned or major takeaways that you would like to share based on your experience? • How can UNICEF better deliver results in the next nutrition-related programmes? (priorities, structure, budget prioritization)	2'
Recommendations	• Since this is a study being developed by UNICEF in partnership with government, do you have any recommendations or points of feedback that you think it would help them develop actions, advocacy tools and policy documents to support future projects? • Are there additional areas of focus that should be addressed or prioritized moving forward?	2'

Beneficiaries – Health professionals

Beneficiaries - Health professionals		
Theme	Questions	Time
Introduction and purpose of the interview	Hello! My name is _____ and I am a researcher conducting an evaluation for UNICEF Brazil. The UNICEF Brazil along with its partners and donors developed the project “Good nutrition for a healthy life of Brazilian children” aiming to address some of the major trends that have been affecting the health of Brazilian children and adolescents in recent years. The purpose of the evaluation is to (i) assess whether the project has effectively reached its goals and strategic objectives and (ii) identify lessons learned and areas of improvement for future projects. The information we discuss here will be very valuable to support UNICEF’s projects. As a professional researcher, I guarantee confidentiality of everything we talk about and your name will not be mentioned in the report, except in an annex in a list of people consulted. This information will be shared exclusively with UNICEF and the project donor. With your consent, I would like to record this conversation for analysis and report writing purposes only. The recordings will be destroyed once we complete our analysis. However, if you don’t feel comfortable with recording, we can carry on the interview without it. Participation is voluntary, so you are free to decline responding any questions and stopping this interview at any time. Shall we start?	2’
General information and local context	• Please tell me a bit about your role on the health system/health unit. • Could you provide a general overview of your experience/impressions regarding the “Good nutrition for a healthy life of Brazilian children” and its goals towards promoting healthy nutrition and prevention of childhood overweight/obesity? ◦ Please describe the activities you participated. • Could you briefly explore the main challenges to participate in the activities while facing the Covid-19 pandemic?	8’

Beneficiaries - Health professionals		
Theme	Questions	Time
Relevance	- Based on observed experience, did the workshops/information shared met your needs as a health professional? Please explain. - Could you provide an example of applying the content shared? - What needs were not met? - In what ways have the Covid-19 pandemic affected the relevance of the activities provided? How did the activities adapted to the changing context of pandemic and its restrictions?	6'
Coherence	Based on your observed experience, to what extent the project activities had synergies/trade-offs with other local initiatives from other organizations including the local government?	5'
Effectiveness	- Based on you observed experience, to what extent was the project able to develop capacity to tackle poor nutrition /malnutrition in early childhood/incentivize breastfeeding? - Based on your observed experience, what were the most effective²⁰ strategies adopted during the activities? - Based on your observed experience, to what extent has the activity produced unintended outcomes (positive and negative)? Can you provide an example? - Based on your experience, where is the value of participating on the activities? - What limitations or challenges have you observed towards reaching the goals of the project? - To what extent were the new activities proposed in the context of the Covid-19 pandemic effective in achieving your needs as a health professional?	12'
Efficiency	To what extent did the human, institutional and operational resources regarding the project were adequate?	10'

²⁰ Extent to which the planned outputs and outcomes have been achieved (or are expected to be achieved) and which interventions were the most effective.

Beneficiaries - Health professionals		
Theme	Questions	Time
Sustainability	- To what extent the activities helped strengthen health strategies regarding breastfeeding and healthy nutrition? - To what extent you identify the continuation of positive effects of the activities in the daily work of the participants? - To what extent were institutional, local, and individual capacity developed promoting ownership and durability? - Were there contextual factors (positive and negative) interfering in the project's sustainability? - What resources are required to the continuation of the positive effects of the activity	5'
Gender and Human Rights	To what extent did the project integrate gender and human rights as transversal themes during the activities?	5'
Lessons Learned	- Are there any key lessons learned or major takeaways that you would like to share based on your experience? - How can UNICEF better deliver results in the next nutrition-related programmes? (priorities, structure, budget prioritization)	2'
Recommendations	- Since this is a study being developed by UNICEF in partnership with government, do you have any recommendations or points of feedback that you think it would help them develop actions, advocacy tools and policy documents to support future projects? - Are there additional areas of focus that should be addressed or prioritized moving forward?	2'

Beneficiaries - Education professionals

Beneficiaries - Education professionals		
Theme	Questions	Time
Introduction and purpose of the interview	Hello! My name is _____ and I am a researcher conducting an evaluation for UNICEF Brazil. The UNICEF Brazil along with its partners and donors developed the project “Good nutrition for a healthy life of Brazilian children” aiming to address some of the major trends that have been affecting the health of Brazilian children and adolescents in recent years. The purpose of the evaluation is to (i) assess whether the project has effectively reached its goals and strategic objectives and (ii) identify lessons learned and areas of improvement for future projects. The information we discuss here will be very valuable to support UNICEF’s projects. As a professional researcher, I guarantee confidentiality of everything we talk about and your name will not be mentioned in the report, except in an annex in a list of people consulted. This information will be shared exclusively with UNICEF and the project donor. With your consent, I would like to record this conversation for analysis and report writing purposes only. The recordings will be destroyed once we complete our analysis. However, if you don’t feel comfortable with recording, we can carry on the interview without it. Participation is voluntary, so you are free to decline responding any questions and stopping this interview at any time. Can we start?	2’
General information and local context	• Please tell me a bit about your role on the education system/education unit. • Could you provide a general overview of your experience/impressions regarding the “Good nutrition for a healthy life of Brazilian children” and its goals towards promoting healthy nutrition and prevention of childhood overweight/obesity? ◦ Please describe the activities you participated. • Could you briefly explore the main challenges to participate in the activities while facing the Covid-19 pandemic?	8’

Beneficiaries - Education professionals		
Theme	Questions	Time
Relevance	- Based on observed experience, did the workshops/information shared met your needs as a health professional? Please explain. - Could you provide an example of applying the content shared? - What needs were not met? - In what ways have the Covid-19 pandemic affected the relevance of the activities provided? How did the activities adapt to the changing context of pandemic and its restrictions?	6'
Coherence	Based on your observed experience, to what extent the project activities had synergies/trade-offs with other local initiatives from other organizations including the local government?	5'
Effectiveness	- Based on you observed experience, to what extent was the project able to develop capacity to tackle poor nutrition /malnutrition in early childhood/incentivize breastfeeding? - Based on your observed experience, what were the most effective²¹ strategies adopted during the activities? - Based on your observed experience, to what extent has the activity produced unintended outcomes (positive and negative)? Can you provide an example? - Based on your experience, what is the value of participating on the activities? - What limitations or challenges have you observed towards reaching the goals of the project? - To what extent were the new activities proposed in the context of the Covid-19 pandemic effective in achieving your needs as a health professional?	12'
Sustainability	- To what extent the activities helped strengthen health strategies regarding breastfeeding and healthy nutrition? - To what extent you identify the continuation of positive effects of the activities in the daily work of the participants? - To what extent were participants able to take ownership of the content shared?	10'

²¹ Extent to which the planned outputs and outcomes have been achieved (or are expected to be achieved) and which interventions were the most effective.

Beneficiaries - Education professionals		
Theme	Questions	Time
	- Were there contextual factors (positive and negative) interfering in the project's sustainability? - What resources are required to the continuation of the positive effects of the activity	
Gender and Human Rights	To what extent did the project integrate gender and human rights as transversal themes during the activities?	5'
Lessons Learned	- Are there any key lessons learned or major takeaways that you would like to share based on your experience? - How can UNICEF better deliver results in the next nutrition-related programmes? (priorities, structure, budget prioritization)	5'
Recommendations	- Since this is a study being developed by UNICEF in partnership with government, do you have any recommendations or points of feedback that you think it would help them develop actions, advocacy tools and policy documents to support future projects? - Are there additional areas of focus that should be addressed or prioritized moving forward?	2'

Beneficiaries - Decision-makers

Beneficiaries - Decision makers (Municipal legislators, public policy managers)		
Theme	Questions	Time
Introduction and purpose of the interview	Hello! My name is _____ and I am a researcher conducting an evaluation for UNICEF Brazil. The UNICEF Brazil along with its partners and donors developed the project “Good nutrition for a healthy life of Brazilian children” aiming to address some of the major trends that have been affecting the health of Brazilian children and adolescents in recent years. The purpose of the evaluation is to (i) assess whether the project has effectively reached its goals and strategic objectives and (ii) identify lessons learned and areas of improvement for future projects. The information we discuss here will be very valuable to support UNICEF’s projects. As a professional researcher, I guarantee confidentiality of everything we talk about and your name will not be mentioned in the report, except in an annex in a list of people consulted. This information will be shared exclusively with UNICEF and the project donor. With your consent, I would like to record this conversation for analysis and report writing purposes only. The recordings will be destroyed once we complete our analysis. However, if you don’t feel comfortable with recording, we can carry on the interview without it. Participation is voluntary, so you are free to decline responding any questions and stopping this interview at any time. Can we start?	2’
General information and local context	• Please tell me a bit about your role on the _____ (municipality/state government). • Could you provide a general overview of your experience/impressions regarding the “Good nutrition for a healthy life of Brazilian children” project and its goals towards promoting healthy nutrition and prevention of childhood overweight/obesity? ◦ Please describe the activities you participated. • How were you approached by or was informed about the project?	8’

Beneficiaries - Decision makers (<i>Municipal legislators, public policy managers</i>)		
Theme	Questions	Time
Relevance	- Based on observed experience, did the workshops/information shared met your needs as a decision-maker? Please explain. - Could you provide an example of applications of the content shared? - What needs were not met? - In what ways has the Covid-19 pandemic affected the relevance of the activities and content provided? How did the activities adapt to the changing context of pandemic and its restrictions?	6'
Coherence	Based on your observed experience, to what extent did the project had synergies/trade-offs with other local initiatives from other organizations from the local government?	5'
Effectiveness	- Based on you observed experience, to what extent was the project able to develop capacity to promote and ensure healthy school environments and policy change? - Based on your observed experience, to what extent has the project produced unintended outcomes (positive and negative)? Can you provide an example? - Based on your experience, what has been the main value of participating on the activities?	12'
Sustainability	- To what extent the activities helped strengthen health strategies regarding breastfeeding and healthy nutrition? - To what extent you identify the continuation of positive effects of the project? - To what extent has the promotion of health school environments become a priority for the legislators? - What contextual factors (positive and negative) could interfere in the project's sustainability? - What resources are required to the continuation of the positive effects of the activity?	10'
Gender and Human Rights	To what extent are gender and human rights as transversal themes integrated with the Projeto de Lei?	5'
Lessons Learned	- Are there any key lessons learned or major takeaways that you would like to share based on your experience with this project? - How can UNICEF better deliver results in the next nutrition-related programmes? (priorities, structure, budget prioritization)	2'

Beneficiaries - Decision makers (<i>Municipal legislators, public policy managers</i>)		
Theme	Questions	Time
Recommendations	• Since this is a study being developed by UNICEF in partnership with government, do you have any recommendations or points of feedback that you think it would help them develop actions, advocacy tools and policy documents to support future projects? • Are there additional areas of focus that should be addressed or prioritized moving forward?	2'

Beneficiaries - Adolescent and adolescent mothers

Beneficiaries - Adolescent and Adolescent mothers		
Theme	Questions	Time
Introduction and purpose of the interview	Hello! My name is _____ and I am a researcher conducting an evaluation for UNICEF Brazil. The UNICEF Brazil along with its partners and donors developed the project “Good nutrition for a healthy life of Brazilian children” aiming to address some of the major trends that have been affecting the health of Brazilian children and adolescents in recent years. The purpose of the evaluation is to (i) assess whether the project has effectively reached its goals and strategic objectives and (ii) identify lessons learned and areas of improvement for future projects. The information we discuss here will be very valuable to support UNICEF’s projects. As a professional researcher, I guarantee confidentiality of everything we talk about and your name will not be mentioned in the report, except in an annex in a list of people consulted. This information will be shared exclusively with UNICEF and the project donor. With your consent, I would like to record this conversation for analysis and report writing purposes only. The recordings will be destroyed once we complete our analysis. However, if you don’t feel comfortable with recording, we can carry on the interview without it. Participation is voluntary, so you are free to decline responding any questions and stopping this interview at any time. Can we start?	2’
General information and local context	• Presentations and introductions • Could you provide a general overview of your experience/impressions regarding the “Good nutrition for a healthy life of Brazilian children” project? • How would you describe the objectives of the project? ◦ Please describe the activities you participated. • How were you approached by or was informed about the project?	8’

Beneficiaries - Adolescent and Adolescent mothers		
Theme	Questions	Time
Relevance	- Based on observed experience, did the activities met your needs as a mother/adolescent? Please explain. - Could you provide an example of applying the content shared? - What needs were not met? - Are there any information that you wished it was shared with you back then?	6'
Effectiveness	- Based on you observed experience, to what extent was the project able to inform about healthy nutrition and breastfeeding? - What did you learn besides healthy nutrition and breastfeeding? Can you provide an example? - What has been the main value of participating on the activities?	10'
Sustainability	- To what extent have you retained the information shared? - To what extent have you shared the information you learned?	10'
Lessons Learned	- Are there any key lessons learned or major takeaways that you would like to share based on your experience with this project? Is there something that could have been different? - How can UNICEF better deliver results in the next nutrition-related programmes? (priorities, structure, budget prioritization)	5'
Recommendations	- Since this is a study being developed by UNICEF in partnership with government, do you have any recommendations or points of feedback that you think it would help them develop actions, advocacy tools and policy documents to support future projects? - Are there additional areas of focus that should be addressed or prioritized moving forward?	5'

Annex 4: Primary Data Collection Protocol

Primary Data Collection Protocol

1. Introduction

This Primary Data Collection Protocol sets out how Plan Eval's offices in Belgium and Brazil ("we", "our", "us") ensure the safety of the subjects participating in their research and ensure the protection of the subjects' identity and data.

This protocol applies to all human subject research conducted by the company.

2. Definitions²²

- 2.1. A human research data set constitutes a body of informational elements, facts, and statistics about a living individual obtained for research purposes. This includes information collected by an investigator through intervention/interaction with the individual or identifiable private information obtained without intervention/interaction with the individual.
- 2.2. Private information includes information about behaviour that occurs in a context in which an individual can reasonably expect that no observation or recording is taking place, and information which has been provided for specific purposes by an individual and which the individual can reasonably expect will not be made public (e.g., a medical or school record).
- 2.3. Identifiable Information means information that can be linked to specific individuals either directly or indirectly through coding systems, or when characteristics of the information are such that by their nature a reasonably knowledgeable and determined person could ascertain the identities of individuals.
- 2.4. Personal identifiers are any data elements that singly or in combination could be used to identify an individual, such as an identity or national registration number, name, street address, demographic information (e.g., combining gender, race, job, and location), student identification numbers, or other identifiers (e.g., hospital patient numbers). Email addresses are often personally identifiable but not in all cases. Other data elements, such as Internet IP addresses, have varying degrees of potential for identifying individuals, depending on context. These elements require consideration as to whether they should be treated as personal identifiers.
- 2.5. A de-identified data set refers to data that has been stripped of all elements or combinations of elements (including, but not limited to, personal identifiers and coding systems) that might enable a reasonably knowledgeable and determined person to deduce the identity of the subject. For example, while not directly identifiable, a dataset may

²² Source: UC Berkeley HRPP. *RESEARCH DATA SECURITY: PROTECTING HUMAN SUBJECTS' IDENTIFIABLE DATA*. Supersedes: CPHS Policies and Procedures. 10/23/2015.

include enough information to identify an individual if elements in the dataset are combined.

- 2.6. A coded data set refers to data that has been stripped of identifiers and assigned an identity code (typically a randomly generated number) which is associated with and unique to each specific individual; the code can be used to link data elements to the identity-only data set. This identity code should not offer any clue as to the identity of an individual.
- 2.7. An identity-only data set contains any and all personal identifiers absolutely necessary for future conduct of the research and the key to the identity code that can be used to link or merge personal identifiers with the coded set.
- 2.8. Secure data encryption refers to the algorithmic transformation of a data set to an unrecognizable form from which the original data set or any part thereof can be recovered only with knowledge of a secret decryption key of suitable length and using a suitable algorithm.

3. Ensuring subject's safety

- 3.1. Subject safety is a primary concern for every research project conducted by the company.
- 3.2. Subject safety is ensured through the following three ethical principles:
 - 3.2.1. Respect for subjects: protecting the autonomy of all people and treating them with courtesy and respect and allowing for informed consent. Researchers must be truthful and conduct no deception.
 - 3.2.2. Beneficence: The philosophy of "Do no harm" while maximizing benefits for the research project and minimizing risks to the research subjects. Subjects are treated in an ethical manner not only by respecting their decisions and protecting them from harm, but also by making efforts to secure their well-being.
 - 3.2.3. Justice: ensuring reasonable, non-exploitative, and well-considered procedures are administered fairly — the fair distribution of costs and benefits to potential research participants — and equally to each person an equal share
- 3.3. Human research subject protection is ensured by/through:
 - 3.3.1. Minimizing the project risks: At the start of every project, the project teams use all available information to identify potential risks related to the project, including risks related to the research subjects (such as psychological, physical, legal and social risks, as well as economic hardship) and strategies are identified and discussed with the client to address each of these risks. Following the "Do no harm" philosophy, the research teams seek to maximize the research benefits, while minimizing the risks to the research subjects.
 - 3.3.2. Ensuring that the selection of subjects is fair: In accordance with the principle of Justice, the project teams use reasonable, non-exploitative, and well-considered procedures to ensure that the selection of subjects is fair.

- 3.3.3. Voluntary and informed consent: In order to collect data from the research subjects, each subject needs to formally agree to participate to the research beforehand. Depending on the local context and requirements from the client, participants might be asked to sign an informed consent form. By the start of the interview, the respondents are aware of the fact that they can refuse to answer to any question and can at any time put an end to the interview, without losing any program services or benefits. When interviewing underaged individuals, voluntary and informed consent must be obtained not only from the individual in question, but also from the subject's parents or guardians.
- 3.3.4. Confidentiality: The subject data is strictly confidential and is only shared with authorized individuals. Names and other identifiable characteristics are not used in reports and the information provided by the research subjects is not linked to them. The provided answers are never shared with local judiciary or police authorities, unless there is a clear safety concern. The reporting and disclosure of cases of abuse are done in accordance with the project protection protocols and local legislation. Informing the subjects of the confidential nature of the interview and collected data is required as part of obtaining their informed consent.
- 3.3.5. Protecting human subjects' identity: A set of measures are taken to protection human subjects' identity during and after the research project, as described in point "4. Protecting human subjects' identity" of this protocol.
- 3.3.6. Transparency: The project teams' approach should be transparent throughout the whole evaluation process. This implies being transparent regarding the use of financial resources for conducting the evaluation, as well as regarding any issues that might have occurred during the data collection activities that might compromise the quality of the collected data. In order to avoid potential conflicts of interest, the company doesn't hire consultants who have not completed a cooling-off period of at least four months. If consultants suspect that that their former work experience might constitute a potential conflict of interest to their participation in a certain project, they are requested to notify Plan Eval prior to engaging in contractual activities.
- 3.3.7. Specific procedures and directives when interviewing children and adolescents: Specific directives and principles should be considered when interviewing underaged subjects, in line with UNICEF's guidelines for interviewing children and young people²³. Those principles include: Do no harm; Do not discriminate; No staging; Informed consent from the child and its parents or guardians for all types of interaction (interview; recording; picture/video); Pay attention to where and how the children are being interviewed.
- 3.3.8. Provision of proper training in human subjects' protections for project personnel: All project team members involved in primary data collection activities should be trained on how to properly ensure human subjects' safety, in accordance with the present protocol.

²³

Reporting

Lines,

UNICEF:

https://resourcecentre.savethechildren.net/node/13739/pdf/unicef_guidelines_for_interviewing_children.pdf

4. Protecting human subjects' identity

A set of measures are taken to protection human subjects' identity during and after the research project. The level of security necessary is relative to the risk posed to the subject should personally identifiable information be inadvertently disclosed or released as a result of malfeasance.

The following measures are taken to ensure the human subjects' identity:

- 4.1. All collected data is securely stored on an external cloud server called Google Drive, which only authorized personnel have access to, in accordance with the company's Privacy Policy.
- 4.2. Collect the minimum identity data needed. Identifiers should only be collected if they serve a legitimate purpose in the context of the research.
- 4.3. De-identify data as soon as possible after collection and/or separate data elements into a coded data set and an identity-only data set. Coded data and identity-only data should always be stored separately in a secure location. Raw identity data should be destroyed in accordance with predetermined timeframes for storage and inquiries.

Not all research data sets can reasonably be de-identified (for example, in a video or audio recorded interview the subject may be readily identifiable). In this case, the original research data set must be considered personally identifiable and treated accordingly.

- 4.4. Secure data encryption must be used if identifiable information is: (1) stored on a networked computer or device; (2) transmitted over a network; and/or (3) stored on a removable medium (e.g., laptop computer or a USB flash drive).
- 4.5. Limit access to personally identifiable information. The opportunity for human error should be reduced through limiting the number of people (both users and administrators) with access to the data and ensuring their expertise and trustworthiness. During the project implementation, access to the collected data will be limited to the members of the research team working directly with this data. After the project's implementation, access to the collected data is limited to internal members of the company and all consultants are explicitly asked to delete any locally saved version of the collected data sets.

5. Data Protection

Each research project abides by the company's Privacy Policy, which in turn abides by the EU General Data Protection (EU 2019/679) Regulation and the Brazilian Personal Data Protection Act (Lei Federal nº 13.709/2018).

The company's Privacy Policy applies to all Personal Data we process regardless of the media on which that data is stored or whether it relates to past, present and prospective employees, service providers, clients or suppliers, website users or any other Data Subject.

This protocol presents the Privacy Policy measures applicable to primary data collection activities.

5.1. What type of data do we collect?

The information collected during the interviews carried out for projects managed and developed by Plan Eval varies according to the type of assignment, and may include personal information, such as income, housing, or any other information that is relevant to the effectiveness of the work in question.

5.2. How do we collect the data?

Voluntary response to a survey/interview linked to a project.

5.3. How do we use the collected data?

We use the data collected to fulfil any contractual agreements between the subject and Plan Eval, as well as for administrative purposes related to our operation, as well as current and potential queries raised by third parties, such as clients or public authorities

5.4. How do we store the collected data?

Plan Eval securely stores the collected data on its internal database and servers which authorized personnel only have access to.

5.5. Subjects' Data Protection Rights

Data subjects are endowed with the following rights (among others provided for in the relevant legislation):

- 5.5.1. The right to access: the right to request Plan Eval for copies of the subject's personal data.
- 5.5.2. The right to rectification: the right to request that Plan Eval corrects any information the subject believes is inaccurate. The subject also has the right to request us to complete information he/she/they believe is incomplete.
- 5.5.3. The right to erasure: the right to request that Plan Eval erases the subject's personal data if he/she/they feel there is no reason for us continuing to process them – under certain conditions, it may not be possible to fully erase the subject's data due to contracting, auditing or legal obligations. The subject will be informed of whether this is the case.
- 5.5.4. The right to data portability: the right to request that Plan Eval transfers the data that we have collected to another organization or directly to the subject in an easily readable format.
- 5.6. All company computers have an antivirus and login password, and all external consultants are required to provide proof of updated anti-virus protection on the personal computers used during the project.

Any questions or requests for further information related to the company Primary Data Collection Protocol can be addressed to:

Plan Eval Ltda

Rua Dr. Cândido Espinheira, 396, cj. 121
05004-000 São Paulo - SP
Brazil

Email: info@Plan Eval.com

Phone: +55 1132307509

Plan Eval SRL

Avenue du Kersbeek 308
1180 Uccle
Belgium

Email: info@Plan Eval.com

Phone: +32 492941075