

Evaluability Assessment for UNICEF Country Programme Thailand CO (2022 - 2026)

Evaluability Assessment for UNICEF Country Programme

Thailand CPD (2022 - 2026)

Evaluability Assessment for UNICEF Country Program

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PREFACE

This report aims to assess the logical framework of the Thailand Country Programme with respect to the expected results for children. The report evaluates the design perspective, measurability, and evaluability of the expected results. The primary objective of this analysis is to assess the relevance of the expected results for children in the context of the Country Programme and to identify any gaps or limitations in the design of the results framework.

The consultancy was conducted by an evaluation expert with vast experience in the region, and it was carried out using a combination of qualitative and quantitative methods. The consultant reviewed the program documents and reports, conducted key informant interviews with program staff and stakeholders, launched an online survey, and analyzed available data on the expected results.

This report presents the findings of the consultant and provides recommendations to improve the design and implementation of the expected results for children. The report is intended to be used by UNICEF to make informed decisions about the program design and implementation.

This report will provide valuable insights into the design of the Country Programme and contribute to the overall improvement of the program's effectiveness in achieving the expected results for children.

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Lastly, he would like to thank all the staff members who contributed to the Country Programme Document and Results Framework for their dedication and tireless efforts to improve the lives of children in the country. This report intends to contribute to this noble cause by offering recommendations to increase the program's efficiency.

ACRONYMS

ADAP	Adolescent Development and Participation
CEP	Costed Evaluation Map
CO	Country Office
CP	Child Protection
CPD	Country programme document
CRC	Convention on the Rights of the Child
CSG	Child support grant
CYCT	Children and Youth Council of Thailand
DCY	Department of Children and Youth
DLA	Department of Local Authority
EA	Evaluability Assessment
ECD	Early childhood development
GDP	Gross domestic product
HIV/AIDS	Human immunodeficiency virus infection and acquired immune deficiency syndrome
HQ	Headquarters
IMEP	Integrated Monitoring and Evaluation Plan
TCO	UNICEF Thailand Country Office
TOC	Theory of Change
KAPS	Knowledge, Attitude and Practice Survey
M&E	Monitoring and evaluation
MCH	Maternal and child health
MICS	Multiple Indicators Cluster Survey
MoU	Memorandum of Understanding
PSN	Program Strategy Notes
RO	Regional Office

CONTEXT OF THE EVALUABILITY ASSESSMENT

Since 1946, UNICEF has been *'mandated by the United Nations General Assembly to advocate for the protection of children's rights, to help meet their basic needs and to expand their opportunities to reach their full potential'*. The UNICEF Thailand country programme of cooperation March 2022 – December 2026, adopted on 22nd February 2022 presents a unique opportunity to *provide expert technical assistance on human capital development through a human rights-based approach*¹ which is highly relevant in the context of what is described as a 'flagship' national priority of investing in human capital development (12th National Economic and Social Development Plan 2017-21).

Despite significant progress towards eradicating poverty, *'The incidence of multidimensional child poverty, nationally at 21.5 per cent, is higher in rural areas, among children living in the North (23.2 per cent) and North-eastern (25.6 per cent), and among non-Thai speaking families (36 per cent). The COVID-19 pandemic is threatening to reverse gains and is estimated to have plunged an additional 1.5 million people into poverty in 2020.'*² The CPD notes that while child health care coverage is high and child mortality rates are relatively low, gaps remain in service provision, particularly among the most vulnerable. Importantly, *The Government recognizes that investing in early childhood development (ECD) is of strategic importance for achieving child rights with equity.*³

Key challenges highlighted in the CPD include relatively low rates of literacy and numeracy, especially among non-Thai speaking children; poor responsive caregiving; violent discipline; persistently high drop out rates in secondary education and a lack of early warning systems to identify children at risk of dropping out; low learning outcomes marked by socio-economic inequalities that have been exacerbated by COVID-19 school closures, further reinforcing unequal learning opportunities. *'More quality alternative pathways and second-chance opportunities are needed for the 1.4 million youth (15-24 years) who are not in education, employment or training (NEET), 62 per cent of whom are female.'*⁴ The CPD also highlights challenges that exist in mental health, with Thailand having the highest rates of suicides amongst ASEAN nations, another issue that was exacerbated by the COVID-19 pandemic and its associated policies and restrictions. There is also a need for more participation and engagement by young people in their families and communities. The CPD notes, *'Challenges include insufficient disaggregated data related to youth participation...'*⁵

While Thailand has made significant progress towards a comprehensive child protection system and ensuring justice for children, the *'development of an effective system for upholding children's right to protection continues to require UNICEF engagement and expertise. The upcoming National Child Protection Strategy (2023-2027) will create opportunities in this area.'*⁶ Children continue to face violence, exploitation, abuse and neglect, but many cases go unreported, and stateless and migrant children are particularly at risk. *Child protection challenges include limited policy coherence and implementation capacity, insufficient monitoring and enforcement,*

¹ para 2, page 2/17, UNICEF Thailand Country Programme Document, February 2022

² para 3, page 2/17, UNICEF Thailand Country Programme Document, February 2022

³ para 5, page 2/17, UNICEF Thailand Country Programme Document, February 2022

⁴ para 8, page 3/17, UNICEF Thailand Country Programme Document, February 2022

⁵ para 9, page 3/17, UNICEF Thailand Country Programme Document, February 2022

⁶ para 11, page 4/17, UNICEF Thailand Country Programme Document, February 2022

*constrained resources and persisting negative social norms and attitudes, including on tolerating domestic violence and corporal punishment. **A lack of regular reliable data related to child protection hampers strategic planning and budgeting.***⁷

While adolescent birth rates have dropped they remain high among children living in poverty and further progress on gender equity is needed to tackle issues such as childhood marriage, adolescent pregnancy and gender-based violence etc. It is noted in the CPD that climate change also impacts children's rights, particularly in marginalised and excluded groups.

The CPD notes that the Covid 19 pandemic exacerbated existing socio-economic vulnerabilities. In terms of social protection, **'The absence of a robust national evaluation system hinders the optimum allocation of scarce resources to programmes and services with proven efficiency and effectiveness'**.⁸ Equally, and important in the context of this Evaluability Assessment (EA), **'The systematic use of evidence in policy making is limited due to gaps in data quality, integration and decision makers' capacity to analyse and use data. The potential of innovative use of administrative and big data for analysing social issues is largely untapped.'**⁹ Finally, **'The country programme evaluation underscored the need for a more integrated approach to partnerships whereby partners, including from the private sector, partake in a comprehensive approach to advancing child rights, joining in advocacy efforts, resource mobilization and implementation within their spheres of influence. Another lesson learned was that, for successful scale up, models developed for children must be accompanied by rigorous costing, documentation and subsequent policy analysis and budget allocations.'**¹⁰

The CPD states that, consistent with Government priorities and UNICEF's global Strategic plan and Gender Action plan 2022-2026, **'.... the overarching goal of the country programme is to contribute to national efforts to progressively fulfil the rights of all children and adolescents in Thailand, especially the most disadvantaged and excluded, to develop to their full potential in an inclusive and protective society.'**¹¹ Further, the CPD identifies five key focus areas. These are:

- ECD;
- Education;
- Young people's resilience, connectedness and empowerment;
- Child protection;
- Social policy.

UNICEF's strategy focuses on cross-sectoral engagement, sustainable at-scale programming and the fostering of strong partnerships. It prioritises thematic areas around child deprivations. The programme was elaborated in partnership with the Government, UNCT and key stakeholders including young people and seeks to promote long-term national priorities and progress towards SDGs. There are two key areas where UNICEF can particularly contribute to UNSDCF outcomes. These are:

⁷ para 13, page 4/17, UNICEF Thailand Country Programme Document, February 2022

⁸ para 19, page 5/17, UNICEF Thailand Country Programme Document, February 2022

⁹ para 20, page 5/17, UNICEF Thailand Country Programme Document, February 2022

¹⁰ para 21, page 5/17, UNICEF Thailand Country Programme Document, February 2022

¹¹ para 23, page 6/17, UNICEF Thailand Country Programme Document, February 2022

2. **Human capital** needed for social and inclusive development **is improved** through strengthening of institutions, partnerships and the empowerment of people; and

3. **People living in Thailand**, especially those at risk of being left furthest behind, are **able to participate in and benefit from development, free from all forms of discrimination.**¹²

Further the CPD highlights that, *Cross-cutting strategies include **systems strengthening; data generation, research, evaluation and knowledge management**; gender-transformative programming; partnerships and engagement with public, private and civil society stakeholders; engaging with businesses to achieve better results for children; fostering digital transformation and innovation; implementing integrated communication and public advocacy strategies; and engaging communities to promote social and behaviour change.*¹³

Crucially, the programme's Theory of Change is described as, *'...if more children, especially the most disadvantaged, are developmentally on track, complete inclusive and equitable education with improved learning outcomes, are protected from violence and other rights violations, and benefit from shock-responsive and inclusive social protection measures; and if young people are engaged, connected and empowered to co-create solutions towards building resilient, greener and inclusive societies; then children and young people will have greater opportunities to develop to their full potential and the country will have a stronger, more resilient and productive human capital.'*¹⁴

In the CPD, UNICEF's work under ECC; Education; Young People's resilience, connectedness and empowerment are seen as contributing to UNSDCF Outcomes 2. UNICEF's work under Child Protection is seen as contributing to both UNSDCF to both Outcomes 2 and 3. Whereas UNICEF's work under Social Policy has strong linkages to UNSDCF Outcome 3.

In the CPD, UNICEF commits itself to supporting programme effectiveness **by 'managing for results, research and evaluation'**¹⁵ in support of UNSDCF Outcomes 3 and 4, as well as by adopting an integrated approach to cross-cutting priorities, such as nutrition and climate change.

The CPD highlights key assumptions as: *'...political stability, political will to advance reforms, strengthened accountability frameworks, availability of adequate resources for implementation and modelling of innovations.'*¹⁶ Key risks are detailed as: *'...the stagnation of reforms, reduced fiscal space from the economic impact of COVID-19 pandemic and environmental emergencies. Risk mitigation measures will include effective and optimal management of financial resources, leveraging partner resources for children and well-developed early warning and response mechanisms to enable a high degree of flexibility to respond to emergencies.'*¹⁷

Finally, UNICEF commits itself in the CPD to joint monitoring of results with the Government, and notes that implementing partners will inform annual work planning. Monitoring will be based on the results and resources framework and annual workplans. Additionally, **'UNICEF will work with partners to strengthen national monitoring based on child-related Sustainable Development Goal indicators and evaluation capacity. Emphasis will be on implementing**

¹² para 26, page 6/17, UNICEF Thailand Country Programme Document, February 2022

¹³ para 27, page 6/17, UNICEF Thailand Country Programme Document, February 2022

¹⁴ para 28, page 6/17, UNICEF Thailand Country Programme Document, February 2022

¹⁵ para 48, page 10/17, UNICEF Thailand Country Programme Document, February 2022

¹⁶ para 53, page 11/17, UNICEF Thailand Country Programme Document, February 2022

¹⁷ para 54, page 11/17, UNICEF Thailand Country Programme Document, February 2022

subnational planning processes, improving programme performance monitoring and enhancing feedback mechanisms.’¹⁸

At this early stage of CPD implementation, a proactive and forward-looking evaluability assessment is envisaged. It will allow responsiveness to emerging realities, both opportunities and constraints, and where needed revisions in UNICEF's planning to increase success and permit the most thorough evaluation in due course of UNICEF's implementation of the CPD.

Table 1: Overview of the scope of the evaluability assessment

Project/programme title	Thailand Country Program Document
Country	Thailand
Total Budget <i>(indicative)</i>	Proposed aggregate indicative budget of \$4,250,000 from regular resources, subject to the availability of funds, and \$66,000,000 in other resources
Period	2022 to 2026
Components (outcomes.)	<ul style="list-style-type: none"> • By 2026, more children (0-6 years), especially the most disadvantaged, are developmentally on track and ready to start school. • By 2026, more boys and girls complete inclusive and equitable quality basic education with improved and relevant learning outcomes. • By 2026, more young people, including the most marginalized, are provided with equitable integrated health and employability services and are empowered to influence decision-making at national and local levels to build a greener, more resilient and inclusive society. • By 2026, more children, especially the most vulnerable are better protected from violence, exploitation, neglect and abuse. • By 2026, children, especially the most disadvantaged, benefit from enhanced evidence-based, shock-responsive, integrated and inclusive social protection and poverty reduction policies and programmes.
Partners	The Government, the private sector, other United Nations agencies, non-governmental partners, the media, youth networks and influencers.

¹⁸ para 57, page 12/17, UNICEF Thailand Country Programme Document, February 2022

PURPOSE, OBJECTIVES, SCOPE

As per the 'Guidance Note for conducting Evaluability Assessments' prepared UNICEF Evaluation Office (Feb 2019), evaluability assessments are recommended to be conducted during Early Programme Implementation by an external RBM/evaluation expert. It is noted that the key focus of such assessments, as highlighted in the Guidance Note is to assess the validity of the Theory of Change (ToC) and the availability of data hence, will involve analysis of both the evaluability in theory and evaluability in practice of the CPD. It is noted that the main focus is on evaluability in practice, with a light focus on evaluability in principle¹⁹.

The Terms of Reference state that the primary purpose of this Evaluability Assessment is to determine whether the causal pathways toward results for children are logical and to review the adequacy of the mechanisms to track performance and demonstrate results for children at different levels. The secondary purpose is to provide recommendations to TCO on improving the tools and systems to implement better, monitor and evaluate those results. Also, **this EA will help inform the integration of the gender lens in the CPD**, by conducting a light Gender Programmatic Review (GPR), which each CO is expected to do once during the CPD cycle.

Specifically, the exercise will include:

1. Determine the **clarity of intent** of the CP in general and of its components to understand whether the planned **results for children are logical and achievable**.
2. Is there a well-articulated theory of change for the CP, and is it flexible and responsive to external factors? The impact of Covid-19 restrictions on the initiative's strategy, design and activities will also be assessed.
3. Review the **availability and validity of quality indicators, baselines, and targets**. This will determine whether the progress of different outcomes and outputs is adequately measured and will allow to identify any significant gaps in coverage. This will also provide inputs to improve the development of the monitoring and evaluation frameworks. The assessment of the **availability and frequency of data to monitor indicators will be an important part of the exercise**, based on the provided documents and results of the interviews.
4. **Provide recommendations to adapt the CP design, monitoring and evaluation systems, M&E systems and capacity development**. The scope of the Evaluability Assessment will be limited to the Country Programme (2022-2026), the results that are aimed to be achieved, as well as the M&E framework associated with these results. The main user of this report is UNICEF Thailand CO, namely, TCO senior management, PME, sections chiefs and staff members.

The Scope of the EA as per the terms of reference will be limited to the Country Programme (2022-2026), the results that are aimed to be achieved, as well as the M&E framework associated with these results. The Country Programme comprises five components covering five outcomes and a mix of strategies. Each of the results was designed under the Theory of Change which explains the pathways towards changing the lives of children, starting from a situation analysis.

¹⁹ p8, Guidance Note for conducting Evaluability Assessments

METHODOLOGY

The evaluability assessment, as always, is mostly a desk review process, nevertheless the consultant used qualitative methods to generate data to answer the EA questions. The key methods included document review and key informant interviews (KIIs) with UNICEF staff at the CO and the Regional Office (see Inception Report for more details on the methodology).

In general, the consultant adopted a participative approach with the goal of developing a report that is as informative as possible to learn about program design, results-based management, and possible enhancements to the CPD and CPD parameters.

The key methods included document review mostly, and mixed methods, including key informant interviews (KIIs) with UNICEF staff at the CO and the Regional Office, as well as an online survey. Interviews with key government interlocutors were dismissed by the CO as they were heavily involved during CPD consultations.

In general, the consultant adopted a participatory approach with the goal of developing a report that is as informative as possible to learn about program design, results-based management, and possible enhancements to the CPD and CPD parameters.

Data collection methods and tools

- **Initial Document Review**

The desk review began during the inception phase reviewing all relevant documents, such as CPD, Integrated Monitoring and Evaluation Plan (IMEP), Strategy Notes, work plans, Programme Cooperation Agreements, M&E reports, publications, online articles, and any other relevant pieces. A full list of documents examined is listed in an annex.

- **Semi-structured interviews**

The consultant held interviews with UNICEF TCO section chiefs and section specialists, also with EAPRO Planning staff. Data was gathered using semi-structured interviews based on interview guideline (also listed in an Appendix). The semi-structured interview techniques were based on questions from the evaluability matrix. Prior to each interview, the protocols were modified to emphasize the specific outcome areas relevant to each stakeholder.

- **Online survey**

An online survey was released to efficiently gather information with regard to present monitoring and evaluation systems, mechanisms and challenges. The online survey asked all programme sections to report on data collection according to the indicators in the present results framework. The survey was distributed among all TCO staff members and its questions had between 9 to 21 responses each.

The evaluability assessment was conducted in accordance with UNEG standards and those set out in the table below.

Table 2: UNEG Standards to be followed in course of the EA

Norms and Standards for Evaluation (2016)	http://www.unevaluation.org/document/detail/1914
Global Evaluation Reports Oversight System (GEROS)	https://www.unicef.org/evaldatabase/index_GEROS.html
UNICEF UNEG Quality Checklist for ToR and inception reports	https://www.unicef.org/evaluation/files/UNICEF_UNEG_TOR_Checklist_updated_June_2017.pdf
Integrating Human Rights and Gender Equality in Evaluations	http://www.uneval.org/document/download/1294 http://www.uneval.org/document/detail/1452
UNICEF Report Standards Checklist for evaluation reports	https://www.unicef.org/evaluation/files/UNICEF_adapated_reporting_standards_updated_June_2017.pdf
UNEG Code of Conduct for evaluation in the UN system	http://www.unevaluation.org/document/detail/100
UNEG Ethical guidelines	http://www.unevaluation.org/document/detail/102
UNICEF procedures for ethical research involving children	https://www.unicef.org/supply/files/ATTACHMENT_IV-UNICEF_Procedure_for_Ethical_Standards.PDF

Ethical Considerations

The evaluability assessment followed UNEG norms and standards, the [UNEG Ethical Guidelines](#) and [UNEG Code of Conduct](#), and the [UNICEF Procedure on Ethical Standards in Research, Evaluation and Data Collection and Analysis](#) ²⁰ and ensured:

- Respect for rights of individuals and institutions: The evaluator informed interviewees the opportunity to participate voluntarily while maintaining their anonymity, and to make an independent decision to participate without pressure or fear of penalty (informed consent/assent). Also, confidentiality was assured.
- Respect for cultural identities and sensitivities: Variances in ethnicities, culture, religious beliefs, gender, disability, and age will be respected.
- Professional responsibilities and obligations of evaluators: The evaluator exercised independent judgement and operated in an impartial and unbiased manner. During data collection, any sensitive issues and concerns will be addressed through the appropriate mechanisms and referral pathways.

Children, vulnerable groups, marginalized groups, or members of households were not consulted, thus as per UNICEF rules and regulations, this EA didn't require external ethical approval. Nevertheless, an Internal Review Board was issued by UNICEF EAPRO before initiating primary data collection.

²⁰ https://www.unicef.org/supply/files/ATTACHMENT_IV-UNICEF_Procedure_for_Ethical_Standards.PDF

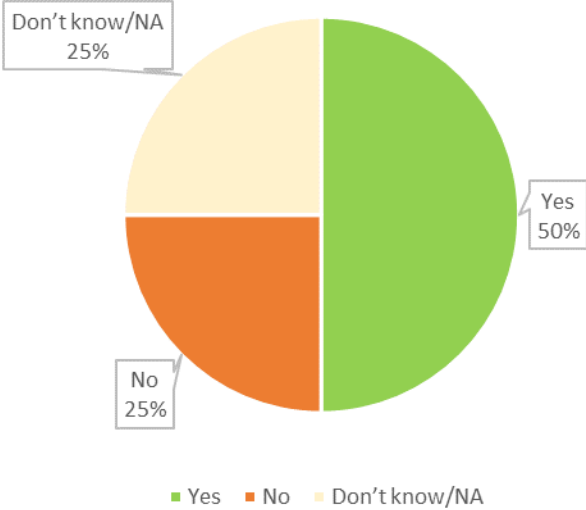
FINDINGS

LOGIC AND DESIGN

Finding 1. This evaluability assessment reveals the high overall quality of the Thailand Country Office’s country programme planning documents. The CPD planning process was thorough, including extensive context analysis, consultations, and strong engagement with the government, constituting a comprehensive framework with critical components for promoting children’s rights. The TCO sets benchmarks for operating in upper-middle-income countries by focusing on upstream work to influence policies and leverage national resources.

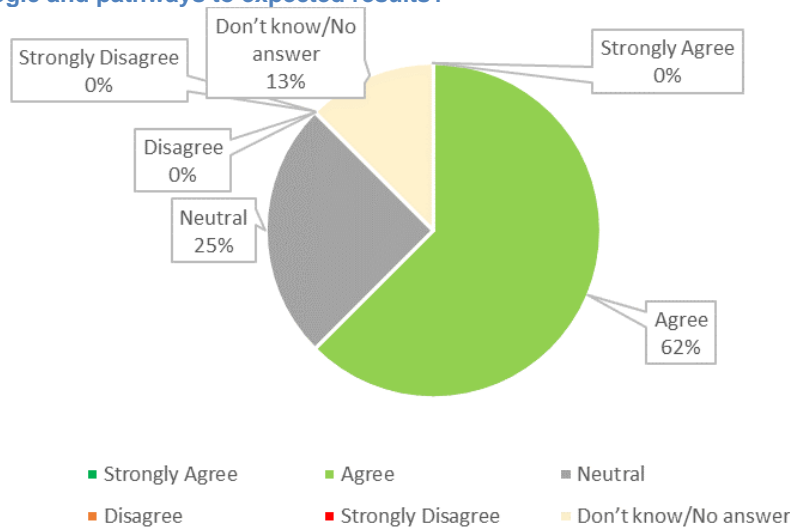
There is consensus among consulted stakeholders on the overall quality of the TCO planning documents for the country program. The TCO team has done a very solid job in planning and designing the current CPD, which included different phases from the context analysis, prioritization, strategizing, identification of results chains and theories of change, and drafting of the Country Program and Program Strategy Notes. The writing of the CPD and PSNs was done by sections with the support of an external consultant. The ToC and strategy notes followed the guidance from UNICEF HQ. Reportedly, external stakeholders at the regional and HQ levels were satisfied with the results and considered the articulation of TCO’s country programme as good practice, but did make some comments and recommendations on improving some aspects that will be discussed under logic and measurability. This includes the ToCs, the assumptions narrative, and structure, as well as the bottleneck framework.

Figure 1. Was the CPD and the results framework designed in a participatory manner with UNICEF colleagues and external partners?



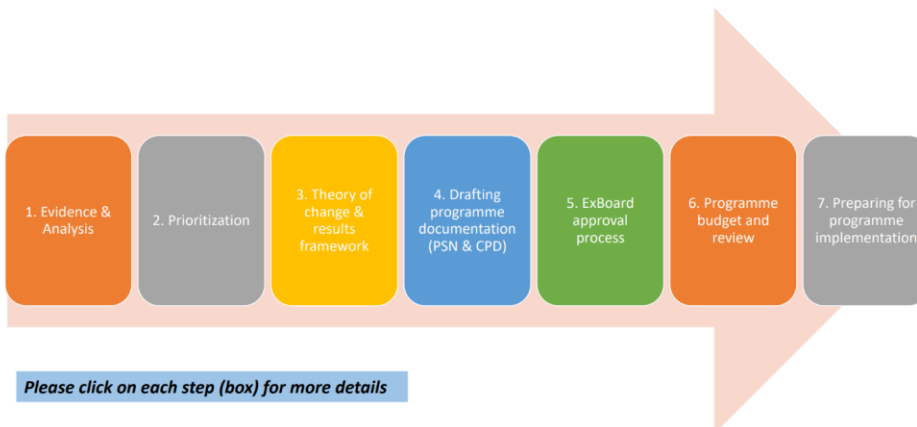
TCO UNICEF sections are pleased with their strategy notes and ToCs. They report that these documents have been helpful in keeping their programming focus on the main results to be achieved. The online survey from this EA shows that sentiment:

Figure 2. Does the Country Programme Document (CPD)'s overall Theory of Change (ToC) clearly describe the logic and pathways to expected results?



All stakeholders at the time of the CPD design agreed that while the process was thorough and allowed them to articulate their programming logic and assumptions, it was also painful regarding the time required to assemble the components and for the multiple feedback loops.

Figure 3. CPD process



Finding 2. The CPD was finalized during the post-COVID period; its design responded to and was framed to Thailand's ambitions to be a high-income nation and the prevailing inequalities. Its development involved extensive consultations, especially with the Thai Government.

In many ways, the TCO is setting benchmarks in UNICEF globally for what it means to operate in an upper middle-income country, with a strong emphasis on upstream work focused on influencing policy and leveraging national resources, both public and private sector, for results for children. While Thailand, in its development plans, seeks to move the country into the high-income category, there remain systemic weaknesses and pockets of need. In a sense, this statement is entirely unsurprising, given that even the most developed countries have pockets of deprivation where the needs of children are not fully met.

As in other upper-middle-income countries in which UNICEF works, there is a structural tension between the operating context and its needs and the planning systems and its assumptions, which are still focused more on lower-income countries, where the organization delivers more tangible project-based interventions, albeit always with an eye on sustainability and national ownership. One weakness in the CPD and even

the PSNs, as noted below, is that these documents set UNICEF's contribution to development without clear coordination with other actors and little reference to the lateral horizontal collaboration that UNICEF should be doing with the rest of the UN agencies, different organizations, and so on. This is confirmed by the TCO 2018 evaluation on advocacy and the CPD evaluation on partnerships, and some interviewees state that TCO has room for improvement in outlining systematic partnerships.²¹²² The documents don't adequately reflect the fact that, as mentioned during interviews, '...UNICEF is such a small actor, and in Thailand's own development trajectory, it assumes as though UNICEF is much bigger than it is.... It....doesn't take into consideration the partnerships that can be mobilized and also leveraged'. This weakness is seen as a valid criticism whilst acknowledging that in terms of the broader UN agency landscape, Thailand presents an unusual context with many agencies only really being present as regional entities without significant domestic programs, often limited to small projects, a point raised in many of the interviews. Additionally, past evaluations confirm that sustainability is a major red flag, possibly due to a lack of clear engagement rules with other actors. UNICEF appears to be the leading actor engaging in the issues, which is not reflective of the actual situation and speaks to the broader challenge of attribution versus contribution, particularly when the core business is upstream influencing over the longer term.

Finding 3. While the intricate political context of Thailand is not deeply explored in the CPD due to sensitivities with the Thai government and CPD format restrictions, there is a call for more local nuance and contextualization in the CPD, making it more specific to the country's circumstances. It is noted that the PSN's however do a good job of contextualizing the operating context.

The CPD has a template endorsed by HQ with a strict page limit per section, and that might be one of the reasons that 'the very intricate political economy analysis was not delved into (sufficiently), and this reluctance may also be explicable due to the necessarily intimate relationship with the Thai government, and the sensitivities that exist in that regard, and also the reluctance at the board level to comment on the politics of a country context to any degree. And yet this is particularly relevant in the Thai context where further to the election held on 14th May 2023, and despite the Move Forward Party having secured the most seats, at the time of writing, its attempts to form a progressive alliance and honor the democratic mandate it received, have been frustrated and the outcome remains uncertain. Nearly every staff member interviewed seemed to be confident that Move Forward would form the new government, and its more progressive agenda would make for a more enabling environment in which UNICEF's upstream work could more readily flourish. However, this seems to represent a fairly naive assessment of political and historical realities in Thailand, especially given the progressives' desire to tackle extremely sensitive issues such as the 'lèse-majesté' laws and the power and influence of the military. As several interviewees noted, and not solely during the course of undertaking the TCO EA, this results in context-neutered, generic CPDs lacking soul and character. While interviewees suggested that the Lao CPD during the course of research for that EA could very easily be substituted for Haiti, interviewees in the

²¹ UNICEF TCO. AN EVALUATION OF ADVOCACY AS A STRATEGY IN THE UNICEF THAILAND COUNTRY PROGRAMME 2012-2016. "Key audiences of stakeholders were sometimes missed due to the absence of written advocacy

strategies, stakeholder mapping, analysis and/or results-based monitoring. Across the case studies, there was strong evidence that UNICEF Thailand tended to target government ministries with whom they had existing relationships.

This could be explained in the fact that there was not a consistent practice of engaging in stakeholder analysis."...

"There was no instance in which a written advocacy strategy was developed (and followed) from the beginning of an advocacy effort; and there was an inconsistent practice of developing and using written advocacy strategies. As such, it is not possible to make a finding on whether written advocacy strategies led to more effective advocacy."

²² UNICEF TCO. Strategic Positioning and Partnerships Strategy Evaluation of the UNICEF Thailand Country Programme 2017-2021. "it is not necessarily strategically positioned. Clarifying TCO's strategic position is essential in a resource constrained, post-pandemic, upper-middle income country. Particularly in the context of partnerships, the siloed operations of the TCO have created important bottlenecks in the flow of information and this is confirmed in the MTR. TCO's individual sections are linked with relevant RTG ministries by their programmatic areas and each section manages their own CSO/NGO partners according to the sectoral focus. TCO sections frequently engage with the same partner, but with little coordination. This was also noted over the decentralization agenda. The stakeholder map confirms the siloed operations as there is little crossover in partnerships found between TCO sections"

TCO suggested '.... if I compare our CPD to ..another sizable country of Eastern Europe, we might not look very different'.

The point about lack of local nuance and contextualization has emerged as a common theme in all three EAs undertaken in 2023 in S E Asia by this consultant. As one interviewee put it, '...(the) CPD... purposelyyou take out all the soul....you just put the numbers, and you have a certain language and then by the time you go through the editors....it just totally... loses the character. .. it needs to allow a bit more character, a bit more of the countries specificity.. anything sensitive, the Thai government itself might react...I realize that there are limits...but to the degree possible if we can allow certain description on the politics or the context or the character, that would be great. And if we are asked to do that a bit more in the stretching moment of reflection which can replace the midterm review....a bit more politically kind of savvy or politically aware and have some kind of internal document that complements the CPD....it needs to be reinforced a bit more....'.

It is clear that development never happens in a neutral political space, and the further up the curve of influencing and convening power and resources that an organization like UNICEF TCO goes the more important this aspect becomes i.e. in a middle – higher income country. Again, the fact that the planning processes and underlying assumptions of the CPD process are predicated on low-income contexts with more emphasis on service delivery may partly account for this politically neutral approach adopted by UNICEF globally. But to be truly effective – especially in terms of risk assessment and management and resilience for delivering results for children – planning needs to be more sensitive to the context. Equally, UNICEF TCO is to be commended for its evident successes in working with what is seen as a conservative political and governance system with significant attachment to the status quo, as detailed elsewhere in this report.

Overall, the CPD acknowledges Thailand's ambitions – as detailed in Thailand 4.0 – to become a high-income country, but there is also a certain dissonance between those ambitions and a critical lack of investment in some areas, such as in learning and skills development. There is a strong emphasis on gender inequality – for example, noting a high percentage of young people not in education and employment and how this may link to teenage pregnancy, an indicator that is backsliding despite economic progress. There is now a new emphasis on sexual and reproductive health (with UNFPA), mental health, and a new focus on climate change. These reviews happened post-COVID, and some, such as mental health, became even more relevant as the impact of the pandemic and the restrictions imposed became apparent. The CPD was finalized during – arguably - the post-COVID period (at least after the initial restrictions and interviewees noted it was possible to have face-to-face meetings during the period of CPD development), but this still affected the shape of the CPD. The situation analysis, reflected in the CCA, was considered by some interviewees to have been not entirely robust. Still, sufficient evidence was gathered to enable effective prioritization, not least because situation analysis is an ongoing part of the work of the TCO. Overall, the CPD is considered to have been designed in a very thorough manner, based on robust analysis of evidence and extensive consultations with partners and stakeholders, especially the Thai Government. The RTG, it was noted, was very clear as to what they expected from UNICEF, and these issues are discussed more fully in the Alignment section.

This evaluability assessment confirms that there is a good alignment at the macro level between the CPD's overall expected results and strategies with the UNSDCF and the RTG's main priorities. Nevertheless, although there is a coincidence in the broader topics, some specific aspects of children's well-being are left ill-defined in the program or not considered at all. For example, recent reports from UNODC²³, ILO²⁴, and NGOs²⁵ mention that Thailand has been a source, destination, and transit country for human trafficking,

²³ UNODC. 2023. "Thailand's Response to Child Trafficking: A Review of Progress and Challenges" by the United Nations Office on Drugs and Crime

²⁴ ILO. 2022. "The Impact of Child Trafficking on the Thai Economy" by the International Labour Organization

²⁵ Human Rights Watch. 2023. "Child Trafficking in Thailand: A Case Study" by the Human Rights Watch

including child trafficking. Child labor is also one big challenge in the country. These could be areas for more detailed exploration. Also, the CPD context section highlights nutrition as a significant obstacle for children and adolescents' health and development; still, there are no precise results or strategies to overcome nutrition challenges.²⁶

Finding 4. The CPD theory of change ToC and sectoral ToC presented appear to be comprehensive, identifying the key elements in the results chain. However, ToC could be improved considering its application as more of a compliance tool than a practical operational guide. While many individual program ToCs remain relevant, there is a need for clearer implementation strategies, better incorporation of pathways of change, and a reconsideration of the 'if-then' approach imposed by HQ at the TCO level²⁷. This approach often lacks clarity and comprehensiveness, and there is also a need for a better understanding of UNICEF's role and contribution.

In the process of assessing the CPD, a significant finding has come to light. It centers on the Theory of Change (ToC) and sectoral ToCs. On the surface, these ToCs seem comprehensive, effectively identifying the key components of the results chain. However, the analysis suggests that these ToCs primarily serve as compliance tools rather than practical operational guides.

Upon further examination of the gathered evidence, it is evident that this finding holds true. First and foremost, feedback from the CPD quality assurance process in the East Asia and Pacific Regional Office (EAPRO)²⁸ reveals that the program's rationale is somewhat weak. Moreover, it doesn't adequately articulate how each outcome complements the others to achieve UNICEF's overarching goal and vision. There's also a need for a more precise definition of UNICEF's unique contribution and comparative advantage. These aspects point to the ToCs needing to be more practically oriented.

The global EA on the Strategic Plan²⁹ in 2023 echoes this sentiment and portrays the fact that this issue is rooted in HQ and might be systemic. The EA indicates a lack of clarity in understanding how change strategies are meant to work and deliver medium-term changes. This lack of clarity poses challenges at the country office (CO) level, where applying higher-level ToCs and integrating them into CPDs becomes a daunting task. There's a gap between the theoretical perspective and standardized planning tools from headquarters and the complex realities at the country level.

Furthermore, past evaluations in TCO have consistently identified weaknesses in the program's monitoring and evaluation (M&E) systems. These evaluations have pointed out deficiencies in metrics, weak design, and a lack of M&E project frameworks. These issues directly tie back to the practicality and effectiveness of ToCs.

²⁶ "The State of Nutrition in Thailand: Key Findings from the 2021 National Nutrition Survey" by the Ministry of Public Health (Thailand) (2022)

"Addressing Nutrition Challenges in Thailand: A Roadmap for Action" by the World Health Organization (WHO) (2022)

²⁷ While 'if-then' remains an organisational requirement, and can't be changed, greater vigour in planning could be achieved if the TCO had its own ToC that fulfils the needs to establish logical linkages and pathways to change more clearly

²⁸ UNICEF EAPRO CPD quality assurance tool. "The programme rationale is rather weak and could be further strengthened", "The CPD does not sufficiently articulate the complementarity of each outcome with each other to achieve the over-arching goal and vision.", "UNICEF's specific contribution and its comparative advantage need to be better articulated."

²⁹ UNICEF HQ Evaluation Office. Global EA on the Strategic Plan (2023). "lack of clarity about how change strategies are intended to work and deliver medium-term changes... lack of clarity about theories of change, change strategies, and medium-term changes – complicating UNICEF's ability to test their effectiveness, generate evidence and learning", "evaluability is further limited at CO level by a lack of clarity about applicability of theories of change, change strategies, and medium-term changes"... "Whereas TOCs are clearly understood and utilized at the programme level, this is not the case at the CO level, where challenges with applicability of the SP's higher-level TOC and integration of TOCs into CPDs going beyond programme strategy notes (PSNs) persist."

A thorough examination of the EAPRO 2021 Compiled Evaluability Assessment³⁰ reinforces these findings. It notes flaws in the causal vertical logic and the sequential "If...then" logical flow within the ToCs. This assessment also highlights that the statements about outputs and outcomes often feel disconnected from the real impact on children's lives, further emphasizing the need for more practically-focused ToCs. Similarly, an evaluation of advocacy³¹ efforts also reveals that ToCs do not clearly indicate the different causal linkages between various elements. They lack hierarchy and fail to explain how changes are supposed to unfold. These observations underline the challenges faced in using ToCs effectively.

Finally, feedback from Key Informant Interviews (KIIs) and surveys consistently indicates concerns regarding the limited use and varying opinions on the usefulness of ToCs. These sentiments from individuals directly involved in the program reflect the need for substantial improvements in the practical application of ToCs.

In sum, while the CPD and sectoral ToCs may appear comprehensive in theory, they need revamping to become more practical operational guides. This includes addressing issues of clarity and causality, bridging the gap between TCO's outputs and the expected results.

As evidence shows from past evaluations, there are planning issues regarding program logic within UNICEF globally and at the regional level. When looking at TCO-specific ToC and sectoral ToCs, there is agreement that the main components to achieve expected results are there; the ToC describes child rights deprivations and the main components in addressing those deprivations. Nevertheless, ToCs can be enhanced by more closely linking what UNICEF delivers to the expected outcomes. Also, a more realistic depiction of the complex intervention process needs to go beyond a mere linear process of assumptions in the "if-then" format, which lacks a hierarchy of results, a sequence, and multidimensional approaches as development and humanitarian interventions are not just moving from point A to B to C. Oftentimes; multiple outputs lead to one outcome or various outcomes. Also, sectoral ToCs are siloed, not interconnected to the main ToC or the other sectoral ToCs ("not nested").

The CPD ToC states *if more children, especially the most disadvantaged, are developmentally on track, complete inclusive and equitable education with improved learning outcomes, are protected from violence and other rights violations, and benefit from shock-responsive and inclusive social protection measures, and if young people are engaged, connected and empowered to co-create solutions towards building resilient, greener and inclusive societies; then children and young people will have greater opportunities to develop to their full potential and the country will have a stronger, more resilient and productive human capital.*

As was noted by one interviewee, these are 'big statements' - 'developmentally on track' etc. - full of assumptions, and lacking practical utility. However, this is only reflective of the generic weakness of ToC within UNICEF and the 'if/then' formulation, and the lack of standardized conceptual clarity globally as to what a ToC actually is. The 'If-then' format demanded by HQ makes the ToC resemble an aspirational "wish list" of assumptions and preconditions that potentially hinder and could detract from the sequence and logical linking of actions/results and obscure UNICEF role and contribution – its disaggregated value add - to the expected results. The "If-then" approach lacks clarity in identifying the hierarchy and priority of

³⁰ UNICEF EAPRO 2021 Compiled Evaluability Assessments. "Weaknesses in causal vertical logic/pathways and a clear, sequential "If...then" logical flow was noted frequently in commentary on ToCs in the EAs..." Most EAs mentioned particular weaknesses in the Output to Outcome logic level"... Outputs and outcome statements felt to be too distant / disconnected from impact on children's lives / realisation of child rights".

³¹ UNICEF HQ Evaluation Office. Evaluability Assessment and Formative Evaluation of Advocacy. "the ToCs do not clearly indicate the different causal linkages between all the elements"... no hierarchy, causal pathways, or logic explains how changes are supposed to unfold"

outcomes necessary to achieve the desired results. A ToC should be a mapping of causal pathways for a programme that deliver the actual change, setting out relationships and expectations very clearly rather than an aspirational list of objectives.

The presented UNICEF Thailand Theory of Change lays out a series of outcomes relating to children and young people's welfare, education, protection, and empowerment. While it embodies the core values of UNICEF, there are some areas of improvement, gaps, and potential weaknesses to consider, for example: Specificity: While it mentions children being "developmentally on track", it doesn't specify the relevant developmental markers or milestones. The term "improved learning outcomes" is vague. What are the benchmarks or indicators of these outcomes? "Protected from violence and other rights violations" should specify which rights or types of violations are of focus.

Assumptions: It assumes that education and protection from violence are the main factors influencing a child's potential. While crucial, other factors like health, nutrition, and psychological well-being also play pivotal roles. It assumes that young people being "engaged, connected, and empowered" will automatically lead to "resilient, greener, and inclusive societies". The pathway isn't direct and other societal factors come into play.

External Factors: The statement doesn't consider external societal, political, or economic challenges that could inhibit or alter the desired change. For instance, political instability, economic downturns, or health crises (like pandemics) could significantly impact the theory's realization.

Implementation: The theory provides a broad overview but doesn't give insights into how these changes will be achieved. There's a need for a strategy or action plan outlining how each of these outcomes will be reached.

ALIGNMENT

Finding 5. The CPD and PSNs are closely aligned with the Thai Government's plans and priorities, a process that involves extensive consultations at both the national and sub-national levels. However, this alignment is described as a "double-edged sword," as certain issues are viewed differently by UNICEF and the Thai government.

All interviewees agreed that the CPD and associated PSNs are very closely aligned with the Thai Government plans and priorities, and that the degree of closeness in consultation in itself was not so much constraint (in fact clearly a necessity given the need to have full acceptance to fulfil the upstream, influencing core business), but certainly as one interviewee put it 'a double-edged sword' i.e. UNICEF is still concerned by the trafficking issue, whereas the Thai government feels this is an issue that it has moved beyond. On several issues it was felt the CPD could have been more practical, but as a result of the consultations with government key issues became more diluted. Nevertheless, as one interviewee put it, *"...there's been a tremendous amount of consultation and alignment. I think there is not one single component of the program that is not aligned either to the long term strategy of Thailand or Thailand's overall vision right up to 2037 if I'm correct."*

Figure 4. CPD alignment (TCO CPD presentation)

	13th NESDP	UNSDCF 2022-2026	UNICEF 2022-2026
Priority Alignment	High value-added green economy Eco-friendly living	Accelerated transformation into an inclusive economy, based on sustainable development	Young People's Resilience, Connectedness and Empowerment
	High opportunity society Key enablers for transformation	Improved human capital through strengthened institutions, partnerships and empowerment	Education Early Childhood Development Young People's Resilience, Connectedness and Empowerment
	High opportunity society Key enablers for transformation	Inclusive participation and benefit from development for all, especially for the most disadvantaged	Social Policy Child Protection

As stated before, there is alignment in the broader sense. The alignment between UNICEF's Country Programme Document (CPD) outcomes and Thailand's 13th National Economic and Social Development Plan (NESDP) is evident in several areas, emphasizing a joint commitment to holistic and sustainable development:

1. Early Childhood Development and Readiness for School:

UNICEF Outcome: By 2026, more children (0-6 years), especially the most disadvantaged, are developmentally on track and ready to start school.

Thailand National Development Plan: This commitment dovetails with Thailand's broader goals of enhancing the quality of life and human capital. By prioritizing early childhood development, Thailand positions itself to cultivate human resources capable of propelling the country towards its vision of being a high-income nation.

2. Inclusive and Equitable Quality Basic Education:

UNICEF Outcome: By 2026, more boys and girls will have completed inclusive and equitable quality basic education with enhanced and pertinent learning outcomes.

Thailand National Development Plan: Consistent with UNICEF's objectives, the plan accentuates the importance of quality education and lifelong learning as essential mechanisms to transition into a developed nation.

3. Integrated Health, Employability Services, and Youth Empowerment:

UNICEF Outcome: By 2026, a larger proportion of young individuals, especially the marginalized, will have access to fair integrated health and employability services and will play a more significant role in decision-making processes.

Thailand National Development Plan: The strategy recognizes the value of a robust healthcare system and places importance on youth empowerment, which is in line with Thailand's sustainable development and social cohesion ambitions.

4. Protection from Violence, Exploitation, Neglect, and Abuse:

UNICEF Outcome: By 2026, a greater number of children, particularly the most vulnerable, will be better shielded from violence, exploitation, neglect, and abuse.

Thailand National Development Plan: The national strategy underscores the safety and well-being of its inhabitants, especially the young. This emphasis on fostering social harmony and decreasing disparities aligns seamlessly with UNICEF's aims.

5. Enhanced Social Protection and Poverty Reduction:

UNICEF Outcome: By 2026, children, predominantly the most underprivileged, will benefit from data-driven, shock-adaptive, holistic social protection and poverty alleviation strategies.

Thailand National Development Plan: Integral to the plan is the aspiration to cultivate a resilient and inclusive economy, focusing on poverty mitigation, robust social safety nets, and comprehensive welfare schemes, mirroring UNICEF's vision for the well-being of children.

The 13th NESDP has also identified a list of milestones in the development pathway. These milestones do align with some of UNICEF's goals:

13th NESDC Milestones	UNICEF TCO results
High-value agricultural and processed agricultural products	More children (0-6 years) are developmentally on track and ready to start school.
Sustainable, quality-oriented tourist destination	More boys and girls complete inclusive and equitable quality basic education with improved and relevant learning outcomes.
Major electric vehicle manufacturing base	More young people are provided with equitable, integrated health and employability services.
High-value medical and healthcare	More children are better protected from violence, exploitation, neglect, and abuse.
Strategic trade, investment and logistics gateway	Children benefit from evidence-based, shock-responsive, integrated social protection and poverty reduction.
Safe and livable space and smart cities	Protection: Children protected from violence, exploitation, neglect, and abuse
Circular economy and low-carbon society	Social Protection & Poverty Reduction: Disadvantaged children with enhanced protection
High-capability workforce	Quality Basic Education: Boys and girls with improved and relevant learning outcomes

Finding 6. There is also a noted lack of alignment between the CPD and UNSDCF, with the latter not prioritizing child protection and not fully reflecting UNICEF's ambition for youth participation and human rights. This disconnect partly results from the unique structure in Thailand, where many UN agencies operate regionally and have limited direct involvement in Thailand, and also because of the inadequate CF drafting process.

The UNSDCF elaboration had some delays and wasn't completely finalized before the UNICEF TCO CPD, as it was supposed to happen, but there were some issues, like not having the CF evaluation done in time (or at all) or a robust CCA. Although there is some level of coincidence in the broader terms, this assessment observed that there was a lack of alignment with UNSDCF, and the CPD certainly did not derive from it but rather, to some extent, aspects of the CF derived from the CPD. It was noted that there was *post facto* influence that was fed retrospectively into the UNSDCF. One interviewee noted, '*...a challenge in terms of the UNSDCF process - which was not of the greatest quality in terms of the process - although they were innovative in gaining a lot of inputs and consultations with different stakeholders, and there was a complete disconnect between UNICEF program and in UNSCDF... UNSDCF did not prioritize child protection at all, and the tension between some of the political issues that existed at the time of massive student protests. And then UNICEF's ambition to then level up participation of adolescents, freedom of speech, freedom of association, all of that and then flatly the UN itselfkeeping a distance from that to keep that neutrality and...(seeking to) get along with the Thai government so. So that's one of the weak weaker linkage that I see(its not)...necessarily UNICEF's fault, but then not being able to convince the UNSDCF side and strengthen the human rights and youth participation agenda. Part*

of the difficulty of fitting into the UNSDCF is a structural one, somewhat unique to Thailand, where many agencies are regional, and few have distinct country programs in Thailand *per se*. Most only operating small projects in Thailand, and therefore, the value of alignment is seen as being limited in this context.

Finding 7. The UNICEF Thailand Program aligns well with the UNICEF strategic plan (SP) in terms of clear goals and related results areas, which are reflected in the IRRF and match with the CPD objectives. However, program actors view the SP more as a general framework than an actionable plan, questioning its operational utility and the merit of consolidating different program areas under one strategy.

The global EA mentions that ‘Overall, the SP’s strategic alignment is sufficient. The SP presents five clear goals and 18 related results areas, which are reflected as outputs in the IRRF, clearly aligned with program strategy goals, and broadly aligned with CPD objectives and results areas’.³²

Also, it says, ‘Programme actors also see the SP as a broad framework developed as part of corporate efforts to work strategically, and do not consider it an actual plan or an organizational framework that can itself bring about change. In turn, they raise some fundamental questions about the SP’s operational utility, as well as the conceptual value of bringing together the different programme areas in one strategy’.³³

In sum, although the SP’s strategic alignment is adequate, with clear goals and results areas that align with broader program strategy and objectives. However, some actors view the SP more as a broad strategic framework rather than an actionable plan or framework capable of driving change, questioning its practical usefulness.

RESOURCES

Finding 8. The Thailand Country Office (TCO) of UNICEF is considered well-resourced, both financially and in human resources, but faces challenges in aligning private sector fundraising expectations with program goals, managing human resources, and balancing contributions to global resources amid post-Covid economic pressures.

Generally, as a hybrid office, the view is that the TCO is well resourced, both financially and in terms of human resources. The TCO has over 100 staff, and PSFR fund raising results in an income of around USD 9 million a year that is unrestricted funding, that put the organization on sound financial ground. However as was noted in several interviews PSFR also has its challenges. ‘*The difficulty there was that private sector fundraising requires visible UNICEF intervention and result, especially if the tech program is feeding into PSFR and that’s where they had a bit of a challenge of communicating, translating the upstream work, such as social protection, social policy, and therefore they have like host of pilot projects all over the place to feed into the donors, kind of their requests and expectations*’. However, it was also noted that some areas of the programme are struggling due to the downturn in the economy post-Covid, although it was stated that what had been indicated as a ceiling and the budget allocation is basically adequate. There was also a short fall noted in human resources. Although the staffing structure is well aligned to the strategic aims of the CPD, there is what was described by one interviewee some ‘staffing shortages’ resulting in the TCO relying on regional resources for example for health, nutrition.

Emergent crises such as Covid or the Myanmar influx of migrants has made UNICEF adjust recruitment efforts to address staffing shortages in areas like nutrition and health. Additional positions have been created in ECD and ADAP. The CPD was designed in a post-Covid context, with requests from the government related to WASH and health being part of the COVID response. However, this is no longer required and UNICEF doesn’t have a comparative advantage in these areas.

³² Evaluability Assessment and Formative Evaluation of the UNICEF Positioning to Achieve the Goals of the Strategic Plan, 2022–2025 Evaluation Office

³³ Ibid

Returning to the challenges of running a hybrid office, another interviewee noted: *'I think the added complexity it brings is that (with) the community supporting both streams and sometimes the interest are irreconcilable because the PSFR team wants to raise money at all cost. While the program wants to do program right, so the PSFR team would need projects to be very tangible and show to (the) people they're talking to...they want projects to show versus what a program would do in an upper-middle-income country and comms as to support both. So sometimes you know if you take one action on the program side, it has a huge impact on PSFR side, on the fundraising side, and vice versa, right? So we can be seen, you know, at the time there were huge protests in Thailand back in 2020. UNICEF spoke about the violence and the different protests....the direct impact was it had the huge impact on the celebrities that are working for Comms and UNICEF because they were accused of not taking sides and it has an impact on our fundraising.'*

The CPD partnerships evaluation found that being a hybrid office poses a strategic positioning challenge as TCO is not a humanitarian agency or a project-based organization, it is a humanitarian and development organization doing upstream work and advocacy in a country like Thailand. Specifically, the evaluation says: *"There may be a misperception around what UNICEF actually does and stands for in Thailand. The perception survey found that the majority of UNICEF staff reported that UNICEF is not effective in communicating results to external stakeholders."...* "it is not necessarily strategically positioned. Clarifying TCO's strategic position is essential in a resource constrained, post-pandemic, upper-middle income country."

Interviewees also raised a concern about increasing pressure on the TCO to fund the global RR and that this was at a level that could jeopardize programme delivery. It was stated, *'...in Thailand our program is entirely funded from the money that we raise in Thailand. Not only do we fund our program, we also contribute to the global resources, and the increasing pressure on the country office to contribute more to the global resources, especially at times where we see overall, after the COVID and with all the economic pressure, we have seen a bit of a fall in our revenues and this should not cost the Country Office program, so that is something that I as part of the country management team. I'm concerned with so. But what we had planned in the in the CPD, that was more or less realistic to what we wanted to achieve, we're not always funded at that level, that is true'*.

The challenge for TCO lies in reconciling the programmatic long-term upstream goals with the need to achieve short-term and tangible results that increase fundraising and are appealing to donors. While it is important to focus on achieving long-term goals, such as sustainable development, it is also crucial to demonstrate progress and success in the short-term to keep donors engaged and committed. Striking a balance between these two objectives is key to effectively managing donor relations and maintaining TCO's strategic positioning in the country.

MEASURABILITY

Finding 9. The results framework includes clear outcomes, key progress indicators, baselines, and targets, allowing for monitoring and evaluation at the outcome level. Nevertheless, the framework does not explicitly mention the specific outputs that UNICEF will deliver to achieve each outcome. It would be helpful to have a clear link between outcomes, outputs, and indicators to be able to assess UNICEF's performance and results. All indicators are very high-level and are highly aggregated, meaning that the results are due to a combination of efforts.

Finding 10. The TCO M&E framework adheres to UNICEF's quality standards. The quality of the results indicators is good overall but varies in some cases. Nevertheless, reviewing and updating the strategies and metrics would be beneficial.

Finding 11. While indicators are set to measure results and align with global targets, challenges in capturing the true essence of UNICEF's work in countries like Thailand and the issue of attribution versus contribution in achieving results necessitate a more refined approach in tracking and measuring outcomes.

The assessment of the UNICEF Thailand Country Program (CP) has revealed important insights about its measurability. These insights, supported by a range of evidence, call for specific adaptations and improvements to enhance the program's effectiveness and accountability.

The current results framework within the CP has commendable features, such as clear outcomes, key progress indicators, baselines, and targets. This framework enables monitoring and evaluation at the outcome level, which is crucial for assessing program performance. However, a critical gap exists in explicitly connecting the outcomes with the specific outputs that UNICEF will deliver to achieve these outcomes. This linkage is essential for a comprehensive understanding of how UNICEF's actions translate into results. Additionally, the indicators in use are characterized as high-level and highly aggregated. This aggregation makes it challenging to attribute specific results to UNICEF's efforts alone, as they may be the combined outcome of various contributing factors.

The evidence from the CPD quality assurance process in the East Asia and Pacific Regional Office (EAPRO) emphasizes the need for greater specificity in the indicative outputs related to outcome statements. According to EAPRO, the M&E section also lacks clarity in describing how information on the evolving situation of children and women will be systematically obtained and analyzed. Furthermore, a clear strategy for monitoring results is missing, and references to specific population groups are vague.

Within the framework of the TCO (Thailand Country Office) M&E, it is evident that UNICEF adheres to quality standards. However, there is room for improvement in the review and update of strategies and metrics. The global EA on the SP states that the Integrated Results and Resources Framework (IRRF) includes numerous indicators of varying importance and quality. A streamlined and refined approach to these metrics would enhance the effectiveness of the program's monitoring and evaluation efforts.

Another significant challenge lies in capturing the true essence of UNICEF's work in a country like Thailand. There is a persistent issue related to attribution versus contribution in evaluating results. While indicators align with global targets and measure results, they may not fully encapsulate the complexity and unique context of UNICEF's work within Thailand. This necessitates a more nuanced and refined approach to tracking and evaluating outcomes.

The Global Evaluation on Advocacy in 2023 underlines the difficulties in measuring the contribution of advocacy work, indicating that the adequacy of existing indicators is somewhat limited. Informants consistently raise this challenge at all levels. Additionally, the EAPRO 2021 Compiled Evaluability Assessment points to the need for more effective monitoring practices to measure program performance meaningfully. The regional EA conducted by EAPRO mentions that "EAs and evaluation reports pointed to key issues around the effectiveness of monitoring practices to effectively and meaningfully measure the performance of programs"

At the corporate level, the evidence-based analysis suggests that UNICEF can benefit from several specific adaptations. These include establishing clear links between outcomes and outputs, refining monitoring and evaluation strategies and metrics, and addressing challenges related to attribution and contribution in measuring results.

When looking at UNICEF TCO-specific indicators, again, there are mixed levels of quality. First of all, there are too many indicators (the CSI template has more than 1400 cells and 100+ indicators), making measurement a bit cumbersome, and secondly, the indicators chosen from the IRRF have mixed levels of

quality; some are really good complying with SMART standards and good metrics attributes, but some are rather weak and useless.

The TCO CPD indicators results framework presents a structured approach with distinct outcomes and accompanying metrics designed to measure progress. Five primary outcomes are outlined, backed by 16 indicators that provide measurable parameters to gauge advancements over time. The quality of the indicators is mostly good but varies. For example, there are good indicators such as:

- Percentage of children (3-5 years) attending early childhood education programmes (total/non-Thai speaking)
- Lower secondary education completion rate (total/male/female)
- Percentage of adolescent not in education, employment or training
- Proportion of child population covered by Government cash transfer programmes (Non-contributory)

On the other hand, there are indicators rather weak to be used for decision-making purposes. Overall, TCO has inherited the measurement flaws dictated by HQ with the global indicators list, which is recognized the global SP EA and the corresponding management response:

- Oftentimes, outputs such as research documents, strategies, and policies are considered as indicators when, in reality, they are deliverables or products (outputs)
- UNICEF Binary indicators (“Yes/No”, “exists/doesn’t exist”) are poor as they lack basic indicator functions:
 - No measurement of cumulative behavior, evolution, or progress
 - No indication of how close or far UNICEF is from the targets
 - Cannot be disaggregated
 - No comparability in time, region, or country.
 - No standards
 - The assessment "exists, does not exist" can be inconclusive in different situations
- Very few metrics on coordinated efforts between sections to achieve common results; for example, education (school, teachers) could help in the prevention of violence against children, NEET, and mental health problems.

This assessment found specific metric flaws in different TCO sections or areas:

Evaluation

Indicator: % Budget use in evaluation

- Using a percentage to quantify spending on evaluations doesn't necessarily reflect the quality, effectiveness, or thoroughness of those evaluations. Even less the use of evaluations.
- An OECD report highlights the importance of assessing the quality of evaluations, not just the quantity or amount spent. Good evaluations can sometimes be done with less money if they're efficiently managed while spending more doesn't guarantee high quality.
- A higher percentage might suggest a stronger commitment to evaluations, but it might also indicate inefficiencies or overpriced evaluation methods.
- Spending more on evaluations doesn't necessarily mean those evaluations are producing valuable insights or that their findings are being integrated into policy or practice.
- If Cos aim to increase this percentage to meet a target, they might be incentivized to spend more on evaluations without necessarily improving their quality or impact.
- Doesn't Account for Capacity Building:

In conclusion, while the ‘Percentage of budget spent in evaluations’ can provide a snapshot of TCO’s financial commitment to evaluations, it’s a relatively narrow metric that doesn’t capture the full picture of evaluation quality, efficiency, impact, or long-term capacity building.

Suggestion: percentage of evaluation rated as satisfactory/highly satisfactory, percentage of evaluation recommendations accepted

Early childhood development

Indicator: Social and Behaviour Change Communication strategy to implement integrated NCF/IECD/ECD services within existing health systems developed and progressively implemented (Custom*)

Implementation scale to be developed

- A strategy is not an indicator it is an output, a product
- It is unclear what would define the strategy's successful development or progressive implementation. Is success defined by the mere creation of a strategy, by how many healthcare facilities adopt it, or by some measure of patient or provider outcomes?
- The integration of multiple services (NCF/IECD/ECD) adds layers of complexity which might make the strategy challenging to execute efficiently. Also, managing and evaluating multi-faceted interventions can be more challenging than those focused on a single objective.
- Presumably, the strategy's integration into health systems aims to improve some aspect of health outcomes or service delivery. However, the relevance to the overarching goals of the health system or community is not explicitly mentioned.

Output 1: By 2026, national and sub-national institutions have increased capacity to engage parents and provide quality, inclusive and integrated ECD services and affordable quality childcare for children (aged 0-3 years).

- While the communication strategy (indicator/action) is essential, it's just one of many possible actions that could lead to the desired output.
- Implementing a communication strategy could certainly boost awareness and promote behavior change, but the direct link to increased capacity (as mentioned in the output) isn't explicit.

Better indicator:

Percentage of parents of children aged 0-3 years who report learning about and accessing ECD services.

Indicator: Nationally endorsed school readiness tool available (Y/N)0

- The "Yes/No" binary format might oversimplify the complexity of school readiness tools. It doesn't indicate the quality, appropriateness, or comprehensiveness of the tool.
- What constitutes a "school readiness tool"? Is it a standardized test, a checklist, a set of guidelines, a curriculum, or something else? The indicator doesn't specify.
- Even if a tool is available, it doesn't necessarily mean it's being used effectively or at all. Availability doesn't guarantee usage or implementation fidelity.
- A tool endorsed nationally might not suit the needs of all regions, cultures, or demographics within the nation. School readiness might look different in various cultural or socio-economic contexts.
- Educational tools should evolve with time, research, and the changing needs of students. This indicator doesn't account for whether the tool is updated or adapted based on feedback and changing contexts.
- Nations might feel pressured to simply have "a tool" for the sake of meeting the indicator, without putting enough thought into the tool's efficacy.
- A tool's effectiveness often depends on how educators are trained to use it. This indicator doesn't consider the quality or presence of professional development related to the tool.

Better

indicator:

Percentage of early childhood education centers that adopt a nationally endorsed school readiness tool to assess children's development.

Indicator: ECD (Early Childhood Development) coalition/networks are in place and progressively have improved capacity to co-ordinate and influence."

- Is a binary (yes/no) measure. While this might provide insight into the existence of such coalitions, it does not provide any insight into their quality, reach, or effectiveness.

- "Progressively" is an indefinite term. Without a specific timeframe or milestones, it becomes challenging to assess progress or improvements adequately.
- The indicator does not specify how to measure the "capacity" or the extent of "influence" of the ECD coalition/networks. Without quantifiable metrics, it might be subject to subjective interpretations.
- What is meant by the term "influence"? Is it policy influence, influence over local ECD centers, or influence in community awareness? The lack of specificity can lead to varied interpretations.
- The indicator doesn't specify if these coalitions engage with critical stakeholders like parents, educators, policymakers, and the children themselves, which could be a pivotal factor in their effectiveness.

Better indicator

Percentage of key institutions (government agencies, non-governmental organizations, and private sector providers) formally participating in the ECD coalition

EDUCATION

Indicator: "Number of users (teachers, students, and administrators) accessing the national learning platform."

- The indicator measures the number of users accessing the platform but doesn't specify whether it's about unique users, daily active users, monthly active users, etc. Depending on the metric used, the interpretation can vary significantly.
- How often is this count taken? Is it daily, weekly, monthly, or yearly? The lack of a defined frequency makes it challenging to measure growth or decline over a period.
- Just accessing a platform doesn't necessarily mean effective or meaningful usage. Users might log in but not engage with any content or tools. This metric doesn't provide insights into user engagement or satisfaction.
- While the indicator mentions teachers, students, and administrators, it doesn't break down access by these categories (only by students). Different user groups might have different usage patterns and needs and lumping them together can miss nuanced insights.
- While the indicator mentions number the baseline and targets are set up in term of %.

Indicator: Number of knowledge and information products developed to inform policies, strategies, and guidelines on identified knowledge gaps

- The phrase "knowledge and information products" is broad. It could encompass a wide range of items from research papers, data sets, toolkits, and manuals to video materials. Without specification, the diversity and actual value of these products remain unclear.
- The indicator focuses on the number of products developed but not their quality or efficacy. Producing numerous products doesn't necessarily mean they are useful, accurate, or effective in addressing the knowledge gaps.
- Developing products is one thing, but whether policymakers or other stakeholders are utilizing them and having the intended impact is another. The indicator doesn't capture the subsequent utilization or efficacy of these products.
- Since the indicator is quantitative, there might be an inadvertent push to produce more products to boost numbers rather than focusing on depth, quality, or actual need. A bigger number doesn't necessarily mean a better result.
- While the intention is to inform policies and strategies, there's no clarity on what it means to "inform." Does it mean these products are being referenced, adopted, or merely acknowledged?

Better indicator: Percentage of education policies, strategies, and guidelines that are informed by knowledge and information products developed to address identified knowledge gaps.

Young people's resilience, connectedness, and empowerment

Indicator: Number of adolescents and young people who participate in or lead civic engagement initiatives

- The indicator data includes participation in surveys as civil engagement which is a bit of a stretch of the definition... (a young person surveyed is considered as engaging in civic initiatives)
- What qualifies as a "civic engagement initiative"? Depending on how you define it, you could have very different numbers. Some might count a one-time community cleanup as engagement, while others might look for longer-term commitments.
- Numbers could be inflated by counting minimal or superficial engagements.
- If an adolescent participates in a one-day event, is that weighted the same as another who commits to a year-long project? The duration and sustainability of engagement are not considered.
- The baseline goes from 700 to a target of 100.000???
- The raw number of participants doesn't tell you much about the engagement's quality, intensity, or impact. A few deeply involved individuals might have more impact than a large number with superficial involvement.
- If the same individual participates in 10 different initiatives, are they counted 10 times or once? This can significantly change the interpretation of the data.
- Participation and leadership are lumped together. While both are valuable, they entail different skill sets and levels of commitment. A more nuanced indicator might separate these to provide clearer insight.

Child protection

- The indicators offer valuable insights into the support systems, consequences of vulnerabilities, and the treatment of children in conflict with the law. However, they might not comprehensively or directly assess the desired outcome. The indicators are mostly reactive, indicating responses post-incident rather than proactive efforts to prevent harm.
- There are no specific indicators to measure the gravest child affectations such as sex trafficking or child labor.

Indicator: Availability of legislative and policy framework to prohibit child immigration detention (standard indicator).

- Output, not indicator
- The term "availability" is somewhat vague. A legislative framework might be "available" but not yet passed or adopted or budgeted. Therefore, it doesn't necessarily indicate the framework's active status or enforceability.
- Even if a legislative and policy framework is available, it doesn't indicate if it's effectively enforced or implemented. There could be a wide gap between policy and practice. This indicator could be met on paper, but the situation on the ground might remain unchanged. It might be a law, but it is not funded.
- The presence of a policy doesn't necessarily mean there are mechanisms in place to ensure accountability or oversight in its enforcement.

Social policy

Indicator: Evidence generated on budgets and their linkages to child outcomes to improve budget allocations/expenditure for children

- The indicator seems to describe a process (generating evidence) rather than a measurable outcome. While generating evidence is valuable, the actual outcome would be the use of this evidence to bring about changes in budget allocations or expenditures.
- The indicator assumes that generating evidence on budgets and their linkages to child outcomes will inherently lead to improved budget allocations/expenditures for children.

However, the actual adoption or application of evidence in policymaking isn't guaranteed and isn't captured by the indicator.

- The indicator focuses on the generation of evidence but does not account for the dissemination, uptake, or utilization of such evidence by decision-makers, stakeholders, or institutions responsible for budget allocations.
- There's no emphasis on the quality or rigor of the evidence, which is crucial for its eventual application and impact.

Better indicators:

Budget allocation: budget allocation amount for children, number of national account/budget tagging investments in children

Number of Policy Changes: Track the number of policy changes that have been implemented as a result of the evidence generated. This could include changes in budget allocation, introduction of new programs, or modification of existing ones.

Looking at the expected results and the clarity of outcomes, in general, the framework provides a structured approach to measuring child welfare and development progress. However, to be most effective, it could be augmented with more specific outputs, high-quality and context-sensitive metrics, and further data disaggregation. This would provide a clearer roadmap to assess progress, ensure interventions are targeted effectively, and guarantee a comprehensive reflection of each outcome's broader objectives

Finding 12. While the monitoring data effectively supports transparency and internal performance tracking, it falls short in guiding strategic decision-making and fostering organizational learning.

UNICEF, while having a comprehensive set of indicators, baselines, and targets, opted not to reference them during the Annual Review meeting, and this data is seldom analyzed in CMT sessions. While the decision might have been influenced by the lack of relevance, it's worth noting the importance of these benchmarks. They serve as vital guideposts to ensure alignment with organizational goals. By not utilizing them, there's a risk of missing some valuable insights and feedback that can inform future strategies. It's essential to integrate these indicators in reviews to foster continuous improvement and ensure that all efforts are moving in the right direction. Using them consistently also helps in maintaining transparency and trust with stakeholders and partners, who expect a clear path of progress.

According to interviewees, the day-to-day M&E system is seen as robust in terms of planning and monitoring. There has been good reporting of the indicators selected. The social policy team, which works on data in general, is seen as being robust, and it was noted that they work closely with the National Statistics Office. During interviews, it was noted that the CPD results are not really used by the CO for management purposes, nor are they believed to be used by donors and partners. The latter is more interested in reports that tie more specifically to their programmatic work. The impression given is that in the TCO, as in other COs the CPD reporting is done more to satisfy top-down requirements, than to deliver value inside the CO and at the country level. One interviewee was extremely candid in expressing the view that, 'The RAM are absolutely useless. I don't think the government is using that at all. They're not actually made public, what is made public is, as far as I know, the result statement and the update on the result statement. The actual RAM narrative and the update on indicator as far as I know are not made public to the government. So that's a shortfall and again that's something for higher up than just UNICEF Thailand... at the country office level, we know what we've achieved. So it may be useful for headquarters or the regional office. It is helpful for a country office to know if we are on track in terms of the indicators...I think to write super long narrative with some imposed section...the latest one that we've imposed on us is lessons learned and innovation. So you know, you keep hearing the same thing from one section to another. You

know, the type of lessons learned in Thailand, are traditionally the same. They are the same from one government to another or from one section to another, so that I feel is not particularly helpful, nor for UNICEF...but for the government, it's absolutely no use'. As was noted in the recently conducted EA in the UNICEF Vietnam CO – cited here as these are systems-wide issues:

In the course of the interviews and document review, one theme that emerged was the tension between top-down planning processes and the need for localization and context-specific approaches that add value to the CO level as a strategic management tool, rather than a 'box-ticking' exercise (as it was referred to) to satisfy perceived needs or interests at the regional or HQ level. This relates to the cultural question of 'for whom is the reporting being done'. While interlocutors recognized the need for internal and external accountability, it was felt – as was reflected in other reports on the Global Strategic Plan – that much of what is done in the name of reporting has little practical utility at the CO level as a management tool. Reporting against standard global targets and indicators that lack relevance to local programme managers, and has limited utility for implementation and adjustment of activities to maximize results for children, is clearly an issue. In a context of relative resource scarcity, affecting staffing levels and the ability to implement quality programming, the transaction costs involved are substantial in real terms. The process appears to have become somewhat formulaic and tokenistic, focused on satisfying top-down reporting requirement, and interests of specialists removed from the field, rather than something that has real utility for monitoring progress and impact of programming, providing qualitative insights to enable adjustments based on real-time learning to ensure greater effectiveness, efficiency and impact of programming. It is worth noting that one of the five key characteristics of 'High Reliability Organisations' that can be seen to have resilient structures and cultures is 'sensitivity to operations', in other words that operations and the 'coal face' of where the work is done is 'King' (in cultural terms of what is truly valued) – in this context the CO rather than the regional or HQ layer. Everything should be focused on supporting and empowering the coal face of the work.

Again, the global evaluability assessment of the SP found that, 'At country level, SP-related MEL processes are insufficient. CO actors highlight challenges in monitoring outcomes, perceive little value in monitoring SP indicators (for the CO), and call for further simplification of processes....CO actors see reporting on SP indicators as a burden which offers little value (or feedback) at CO level'.

Reporting and monitoring is, therefore, mainly done for systems compliance reasons rather than due to a genuine belief in its ability to adjust and learn in real-time. At the very least, such work is, therefore of limited value in real terms at the CO level and detracts from the opportunity for real learning that is focused on downwards programme-focused adjustment to enhance delivery of change for children. There is, therefore an opportunity cost in terms of the alignment of the reporting and monitoring systems and organizational culture and systems that should be honestly discussed. It was further argued that a lot of the initiatives that were actually generating change were NOT being captured in these reporting mechanisms imposed from HQ. Ironically, interlocutors made the same comments about some of the tools that were being imposed in the name of efficiency and effectiveness which were seen as incomplete, not appropriate for the local context (having been field tested in only one country) and simply a burden with no value-add at the CO level. This said, other interlocutors noted that the CO Sections do have monthly meetings to review the results being recorded by the monitoring systems, and the KPIs provide management information that is used in real time to adjust the work, including progress on cross-cutting issues'.

It was noted, however, that timely preparation of the annual report, whose focus is clearly on an external audience, partners, and the general public, is routinely well received and considered useful, especially given the hybrid nature of the TCO.

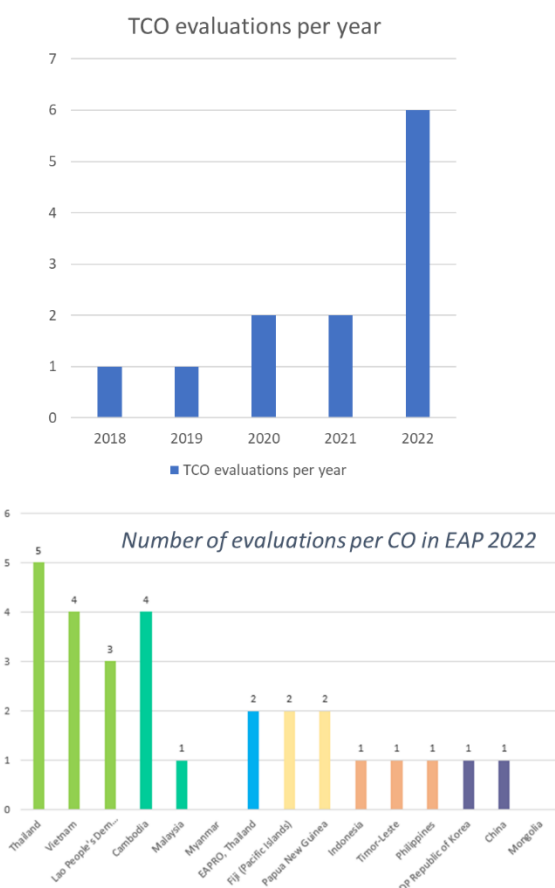
EVALUATION READINESS.

Finding 13. The evaluation process has been improved both in terms of quantity and quality in recent years; however, it is unclear how evaluation factors systematically into the overall CO KM.

TCO doesn't require a CP evaluation during the current cycle, as the CPD partnerships evaluation was conducted in 2021, covering the last program cycle (2016-2021). Nevertheless, it is always a good practice to assess UNICEF's readiness to assess and reflect upon TCO's performance and results based on available data, information, and the M&E framework.

As a general priority, the TCO is especially interested in replication, scaling up and sustainability. This is a felt need of other UNICEF COs working in middle / upper-middle income contexts where the focus is on upstream work, convening national power and resources for children, and creating sustainable systemic change. Due to this, TCO has pioneered in developing in-house assessment tools such as the piloting/modelling assessment guideline to evaluate the relevance of different potential pilot interventions in Thailand. Also, TCO has made an effort to evaluate past projects through rapid assessments to collect and analyze information on past experiences swiftly.

In the UNICEF Thailand office, interviewees observed a growing enthusiasm for and a positive shift toward a culture of comprehensive evaluation. This change has been accompanied by tangible results, as TCO, demonstrating its commitment to evaluation, has significantly increased the number of evaluations conducted over the years. From a single evaluation in both 2018 and 2019, surged to an impressive six evaluations in 2022.



Source: EAPRO Tracking tool

Figure 5. 2023 evaluation progress per CO (EAPRO)

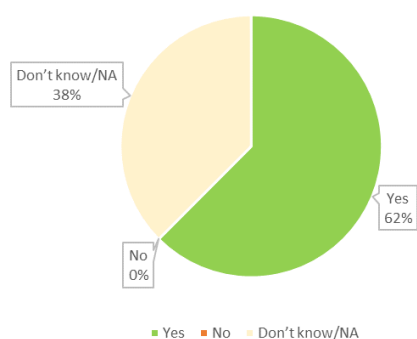
Country	# Evaluations	% Progress
Lao PDR	1	100%
Viet Nam	1	100%
Cambodia	2	98%
Papua New Guinea	2	95%
Thailand	4	95%
Myanmar	2	93%
China	2	73%
Fiji (Pacific Islands)	4	73%
Philippines	3	67%
Mongolia	2	55%
Timor-Leste	2	53%
Indonesia	5	31%
EAPRO, Thailand	2	20%
DPR Korea	1	0%
Malaysia	2	0%
TOTAL	35	63%

Furthermore, UNICEF Thailand has set a commendable standard within the organization. It stands out as the office with the highest number of evaluations conducted in Southeast Asia Pacific, paired with highly satisfactory quality ratings, showcasing its unwavering commitment to excellence and continuous improvement.

Nevertheless, when looking at the prioritization process of evaluations, the ones included in the Costed Evaluation Plan, as well as the IMEP, some questions were raised during interviews. The Executive Board has approved the prioritization of evaluations within the CEP, but the selection process and criteria are not totally clear or systematic. Basically, each section decides to conduct a program evaluation in the next cycle, and the decision seems to be based on the lack of evaluation in the past and sometimes on the need to learn from a strategic program or project.

There was no clear evidence of a systematic analysis involving other key aspects such as strategic importance, potential for scaling or replication, resource allocation (Funding and human resource investment), stakeholder interest (Interest from donors, governments, etc.), beneficiary impact (Size and vulnerability of beneficiary group), timing and lifecycle, learning potential, external factors such as political shifts, economic changes, emergencies. If this analysis was done tacitly, it should be more explicit and registered.

Figure 6. Does your programme area have a clear plan and an adequate budget for evaluations? If no, please elaborate.



To optimize the evaluation utility, interviewees proposed introducing a dedicated 'knowledge management' role, which is in the TCO structure but not yet filled. This would facilitate consistent assimilation, consolidation, and application of evaluation insights, ensuring they systematically guide management decisions.

Gender and cross-cutting themes

Finding 14. UNICEF Thailand has demonstrated a commendable commitment to integrating gender concerns into its programs, with a pronounced focus on areas like youth participation and gender-transformative programming. Moreover, the feedback from TCO staff suggests a mixed perspective on gender data collection, indicating potential gaps in understanding or application at the operational level. The organization's approach to gender appears to be more integrative than targeted, which may dilute the specificity and impact of interventions aimed at addressing gender disparities

Interviewees suggested that issues like gender and youth participation were well reflected in the programme design, but that disability and climate change were less clearly referenced. In general, cross-cutting themes are mainstreamed across the different sections. It was suggested that gender was more tacit, and *'...one of the reasons is because if you look at all the conventional indicators of gender parity right in Thailand, if you sort of map them out, they don't scream inequality. It requires a lot more unpacking and nuancing to do*

that ...with the current program (this) is not done it, but that doesn't mean it doesn't address gender. It's tacit, and I think we need to put that effort to unpack it even to communicate to others why its not up there (more)". It is noted that by default the organization requires that annual work plans contain tags for gender and disability etc, and the tagging reveals the level of integration, but there hasn't been a complete cross-sectoral mapping and integration on all cross cutting themes, but initial brainstorming has been done on disability and climate change to... *'better understand where are the areas where these issues are being addressed and how do we bring them together. So the initial brainstorming has been done, but you don't have..... a well-articulated written out brief. And I know that we will have that pressure to do it for gender because it's a corporate priority, like a virtual outcome...to be able to bring the gender narrative out in a much more explicit manner'.*

Despite its conciseness, the CPD programme rationale strongly recognizes that tackling gender disparities is a priority. The CPD outlines that “Consistent with Government priorities, UNICEF Strategic Plan, 2022-2026 and Gender Action Plan, 2022-2026, the overarching goal of the country programme is to contribute to national efforts to progressively fulfil the rights of all children and adolescents in Thailand, especially the most disadvantaged and excluded”...“Bottlenecks include harmful social and gender norms and attitudes and weak capacities and knowledge of gender-transformative approaches within learning, protection and law enforcement institutions. The pandemic increased vulnerabilities of women and girls, including their risk of gender-based violence. “...“Further progress on gender equality is needed to end child marriage, adolescent pregnancy, gender-based violence and discrimination”.

Moreover, the program strategy notes per section have more detailed information on the importance and the CO approach to tackle gender imbalances. One of the cross-sectoral change strategies is Gender transformative programming, that “will remain at the core of the work of UNICEF, as a cross-cutting principle, core value and change strategy. UNICEF will continue to address sexual and reproductive health and rights, promote inclusive and equitable service access, engage men and boys as allies and partners through gendertransformative parenting programmes, as well as foster the participation and leadership of women and girls in decision making processes through skills development and empowerment, including in STEM and digital learning. It will also engage with the private sector, promoting family-friendly workplace policies, girls and women equal employment and access to relevant and gender-sensitive educational opportunities and skills development. UNICEF will work with the Government and partners towards equitable access to child-care and family-friendly policies for women, as well as an integrated social protection system that is child and gender-sensitive”

Regarding the monitoring of outcomes, PSN explicitly mention that “indicators will be disaggregated by gender and other equity based characteristic, including household wealth, region, ethnic minority/migrant status, or disability status, where relevant and available. Special-purpose data collection efforts will only be undertaken where no other data source exists, and when there is a clear, articulated need and urgency to the issue. UNICEF will continue to engage in strategic partnerships with line ministries, the National Economic and Social Development Council (NESDC) and the National Statistics Office to support the generation of high-quality, reliable and gender-sensitive data, including on child-related SDGs.”

Table 1. Gender approach in the TCO strategy notes

Early childhood development	<ul style="list-style-type: none"> - This programme component prioritizes: (a) further strengthening a coordinated inter-sectoral framework to support holistic, inclusive, gender-responsive and rights-based ECD;
	<ul style="list-style-type: none"> - To increase the capacity of early childhood education agencies to engage parents and plan, implement and monitor inclusive and equitable quality pre-school services for children (3-5 years), UNICEF will work to strengthen gender-transformative parental engagement and positive parenting, and develop standards and tools to strengthen teachers' capacities and quality of learning in ECD centres.

	<ul style="list-style-type: none"> - Gender plays a critical role in ECD at different levels - helping to form gender identity, challenging deeply engrained gender norms, and addressing the gendered nature of childcare
Education	<ul style="list-style-type: none"> - To support system-wide improvements in quality education and skills development, UNICEF will work under the leadership of the Government to render the new curriculum framework and assessment modalities more disability-inclusive, climate-smart, gender-transformative and technology-enabled, and ensure that they are progressively implemented at scale, supported by a robust monitoring, evaluation and learning approach.
	<ul style="list-style-type: none"> - This includes reviewing curricula, conducting feasibility assessments to digitalize curriculum delivery, developing policy advice on increasing technical and vocational training, and convening stakeholders to jointly diagnose and develop change management strategies, including on teacher professional development, early grade reading acceleration and gender-transformative STEM learning strategies.
	<ul style="list-style-type: none"> - UNICEF will help generate evidence, particularly on gender-based and school-related violence, discrimination and socioemotional well-being and mental health. It will support the development and implementation of a national school safety and student well-being framework and assist the Ministry to improve monitoring mechanisms, targeting at-risk children.
	<ul style="list-style-type: none"> - UNICEF will work with the United Nations and the Government to generate evidence on NEET and the drivers of exclusion; develop a package of equitable, inclusive and gender-transformative employability measures, including on STEM learning; and strengthen the outreach to young people through innovation and the digitalization of employment platforms. - Underlying the theory of action are four key principles and approaches outlined below: <ul style="list-style-type: none"> • Prioritising equity and inclusion - both as a mainstreamed principle across all outputs as well as a targeted intervention - with a particular focus on gender, migrant, ethnic minorities, and disability inclusiveness because fairer education systems are also the most effective.
Child protection	<ul style="list-style-type: none"> - UNICEF will collaborate with United Nations entities, faith-based organizations and the private sector to implement social and behaviour change strategies to address harmful gender and social norms and practices that promote or tolerate violence. - The underlying causes of violence against children at the community-level include harmful gender and social norms and attitudes, as violence is perceived as a domestic issue, corporal punishment is tolerated and reporting to external services may bring shame to a family's reputation. - Furthermore, UNICEF, as part of its overall focus on prevention, and with a gender lens, will work with partners to provide support and training to law enforcement and the identification 127 and protection of child victim and witnesses of online sexual abuse and exploitation

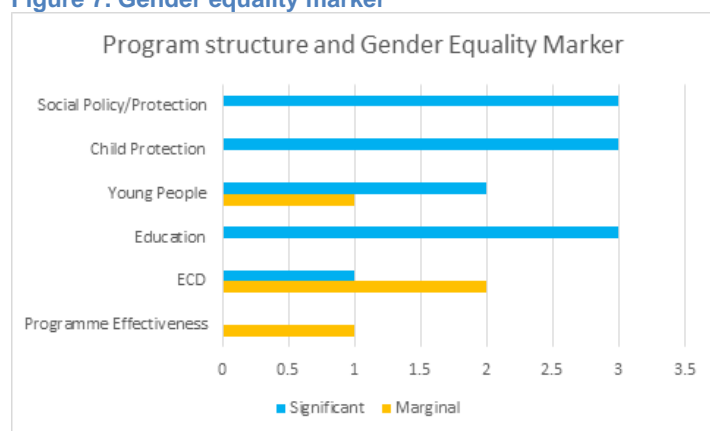
ADAP	<ul style="list-style-type: none"> - Special attention will be paid to young people at risk of exclusion and marginalization, based on potential sources of discrimination, such as gender, socio-economic status, sexual orientation, disability, ethnicity, or political opinion - Guided by the UN principles of Leave No One Behind, human rights, gender equality, sustainability, and resilience, and adopting a life cycle approach, the Young People’s component of the Country Programme contributes to Outcome 2 and 3 of the UN Sustainable Development Cooperation Framework - Adolescent pregnancy continues to be a pressing challenge in the country, with significant gender equality health, nutrition, educational and economic implications - Socialization and gender stereotyping often lead women into fields of study linked to lower-productivity jobs. These gender dynamics start in school. As highlighted in the Education PSN, the study and promotion of STEM and gendered nature of subject choices remains an area of concern
	<ul style="list-style-type: none"> - Negative social norms: There is widespread perception among adults that young people lack experience to be a part of decision-making processes at all levels and be valuable actors in society. Both young people and adults lack understanding of meaningful youth participation and engagement. Gender-based discrimination against girls particularly undermines their full participation in public life, as demonstrated by the low number of female leaders in the CYCT.
Social Policy	<ul style="list-style-type: none"> - Key principles: Equity, Gender and Lifecycle Approach Within the broader concept of diversity and welfare, UNICEF’s strategy is guided by principles of equity, gender equality and life-cycle approach. The Social Policy programme will invest in the Government’s capacity to deliver equitable and quality social protection benefits and services to the population - The most pressing gender issues in the social policy arena include unpaid care work and the double burden of domestic work on women - With gender cutting across all outputs of this programme, equitable access to childcare and family friendly policies for women are examples of how this programme will attend to the issue of gender equality.

According to interviewees, gender is seen as a key issue for the social policy section, for example in terms of the question of unpaid care but this is not currently being addressed while waiting on the outcomes of an extensive assessment study in partnership with ECD on what was described as the demand and supply side of care services in Thailand. Gender is also part of the role of social policy in providing the government with quality data generation. Climate change, as noted above, is seen as a new area of the work in the TCO portfolio at the time the PSNs were developed, although social policy did include an exploration of climate financing. Child protection also revealed a similar pattern, with gender and the participation of young people being well reflected in the intervention design, but climate change still being subject to an assessment that may inform some revisions to the programme design if required. The Young People/Adolescent programme also reported that while they don’t have any interventions that specifically focus on gender, gender is considered in everything they do. It was noted, “*So I would say from my program, I think there’s not a lot of targeted interventions for girls. It’s more mainstreamed into the different activities,*

and I guess it's the same for many programs in TCO we consider the gender dynamic, but I don't see a lot of specific intervention.....I think (it) is all mainstream, the same (with) disability We have a focal point in the office (but) it's more mainstream than trying to engage children with disabilities in the program. But we don't have a specific Interventions for children with disabilities, I would say in young people programme.”

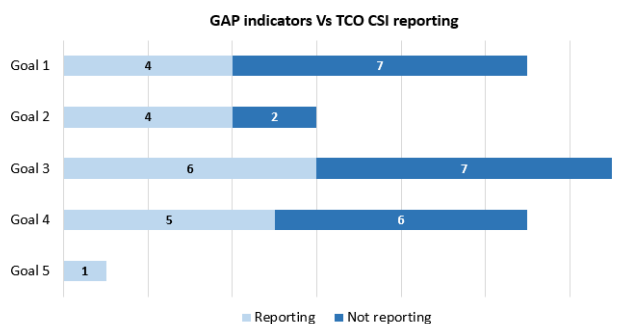
According to the documentation on gender analysis, the gender equality marker shows that, out of the 19 program outputs, the gender equality marker is rated as significant in 12 of them, while 7 outputs are labeled as marginal. This shows a positive scenario as the majority of outputs GEM are significant. It is understandable that the overall program effectiveness gender approach is rated as marginal since the operations activities are must often genderless and internal. Certain components, such as Education, Child Protection, and Social Policy/Protection, show significant efforts in promoting gender equality. The ECD and Young People components demonstrate a relatively strong gender approach but still have room for improvement as both show lower levels as “significant” and more on “marginal”.

Figure 7. Gender equality marker



Regarding CPD indicators, TCO is monitoring and reporting on **20 CSIs** out of the **42** GAP Output indicators.

Figure 8. GAP indicators vs CSI reporting



Source: UNICEF Thailand Gender Analysis

Out of 421 SICs, 173 are gender-tagged, and out of 439 RAM indicators, 212 are gender-tagged. Nevertheless, there is limited or no information in TCO RAM reports specifically addressing the gender analysis and explanation for differences between men and women (and boys and girls) regarding their rights, needs, vulnerabilities, and capacities as agents for change.

CPD/PSNs do not mention the allocation and disbursement of resources in national plans and budgets, specifically in relation to gender. It primarily focuses on strengthening institutions, generating and using evidence in policymaking, and improving social protection and public finance for children.

Under the monitoring and evaluation section on the CPD there is not explicit mention on gender or gender considerations in the joint monitoring process with the Government and implementing partners. The CPD has a word limit and its understandable that all crosscutting areas can not be detailed in full, nevertheless, TCO lacks a specific focus on how gender-related outcomes and disparities will be addressed and

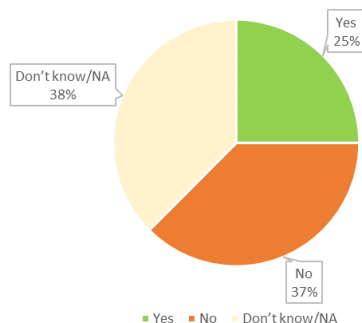
monitored in PSNs or workplans. To ensure a gender-responsive approach, it is essential to incorporate gender-disaggregated data collection and analysis, considering how gender norms and roles may affect the outcomes of programs and initiatives. The solution shouldn't be to include more gender-specific indicators as there is a need for metrics economy; rather, the existing indicators should be disaggregated, when possible, in terms of gender, age, region, etc.

On the other hand, the CPD acknowledges the need to strengthen national monitoring based on child-related Sustainable Development Goal (SDG) indicators and evaluation capacity. This is a positive step, as it recognizes that children may experience specific gender-related challenges and that SDG indicators should be analyzed from a gender perspective. However, it would be beneficial to explicitly state how the emphasis on subnational planning processes and program performance monitoring will address gender inequalities and promote gender equality. Efforts should be made to ensure that gender mainstreaming is applied throughout the strengthening of national monitoring systems.

There is a need for a more explicit and comprehensive gender analysis and explanation, as well as specific actions to address gender-related barriers. Additionally, further information is required to assess how gender is addressed in national plans and budgets regarding resource allocation and disbursement (this information can be taken from UNWOMEN). It will be beneficial to incorporate gender analysis, gender-responsive programming, and gender-disaggregated data collection into all stages of monitoring. This will ensure that the monitoring process not only tracks progress but also identifies and addresses gender disparities and promotes gender equality in all UNICEF's programs and initiatives.

When looking at the online survey, it is evident that there are mixed opinions amongst TCO staff on gender data as three respondents indicated their program gathers such evaluative data, but the same number stated they don't, and two were unsure.

Figure 9. Does your programme gather any evaluative data with regard to gender equality, disability inclusion, social inclusion or equity amongst programme beneficiaries?



CONCLUSIONS

1. Comprehensive planning but with room for improvement: The evaluability assessment highlights the commendable quality of the Thailand Country Office's planning documents. The meticulous planning process, characterized by extensive consultations and robust government engagement, provides a solid foundation for promoting children's rights. However, there is room for refinement to make it even more clear and effective.
2. Responsive design with an opportunity for deeper contextual analysis: The CPD's responsiveness to Thailand's post-COVID aspirations and inequalities is admirable. The strong alignment between the CPD and the Thai Government's plans is a positive aspect. Nevertheless, it could benefit from a more nuanced understanding of the current complex political context; updating some aspects of the focus, and further incorporating local specificity would further strengthen its impact.
3. Theory of Change is a compliance tool: While the CPD's theory of change and sectoral ToCs are comprehensive, they often serve as compliance tools rather than practical operational guides. Clarity and comprehensiveness could be improved to enhance their utility in guiding implementation.
4. Results Framework refinement is needed: The results framework, while providing clear outcomes and indicators, lacks specificity at the output level. Establishing a more detailed link between outcomes, outputs, and indicators would enhance the assessment of UNICEF's performance.
5. M&E for decision-making and learning: Monitoring and evaluation serve well for transparency and internal performance tracking. However, there is a need to shift their perspective from mere compliance activities to critical instruments for decision-making and organizational learning.
6. Gender integration and specificity: UNICEF Thailand's commitment to integrating gender concerns is commendable. However, focusing on targeted interventions and refining gender data collection would further enhance the effectiveness of efforts to address gender disparities.
7. Integration of evaluation: The evaluation process has improved in the recent years with more and better evaluations and a higher evaluation culture, but it needs better integration into the overall CO KM.

RECOMMENDATIONS FOR TCO

- Conduct some internal visioning/update of contextual strategy notes that might be needed to complement the CPD to explain more openly the political situation, the risks and opportunities, etc. Especially given the recent changes in the political system and the recent input from the TCO advisory group.
 - Make sure all the children's priorities are addressed in the strategies, including child trafficking, child labor, nutrition, and other topics that might have been raised and made relevant lately.
 - The ToCs could be updated/adjusted to reinforce UNICEF's role in the achievement of the expected results, the specific contributions in terms of outputs and immediate results, and the relationship with other partners.
- Build/strengthen M&E capacities within TCO and implementing partners
 - PMR team to lead RBM pieces of training on M&E
 - All staff should undertake/refresh the Agora RBM course
- Revise and improve the results indicators to better capture UNICEF's contribution to results. Make sure all indicators are SMART and relevant.
- Establish a knowledge culture and move away from M&E for compliance and reporting.
 - Shift the perspective of M&E from being a mere compliance activity to being a critical instrument for decision-making, organizational learning and improvement.
 - Include CPD/PSNs M&E indicators (beyond the CO dashboard) in CMT sessions and year reviews
 - Enhance Stakeholder Communication: share results information with partners beyond annual reports
- Deepen efforts to develop better models on how piloting can be scaled – identify best practices of what works, key success factors
 - There is real value in sharing between offices facing similar challenges i.e. TCO and ICO. Both are concerned by the piloting / scaling up thing. Inter-office learning could be helpful - in some things TCO is ahead, there might be some things ICO is doing that could benefit TCO etc.
- Revise the Costed Evaluation Plan, making sure the prioritization of projects and programs follows a systematic approach as explained in this assessment.
 - Update the evaluation priorities. Given the recent events and experience from the CPD implementation so far, an update/review of the CEP could be beneficial for the present program cycle.

RECOMMENDATIONS FOR HQ/EAPRO

- Knowledge management.
 - RO should facilitate knowledge exchange between CO with similar interest in planning, programming, monitoring, and evaluation.
 - RO and HQ should create a list of vetted CPD indicators and good practices for the COs to use as a benchmark when designing CPDs
- To enhance the CPD design process, HQ and EAPRO could further consider streamlining the planning process and requirements. A more adaptable approach could be more efficient and effective for certain CO contexts.
- Transitioning from the if-then ToC format to a more comprehensive systemic format would greatly benefit UNICEF by effectively capturing the multifaceted nature of its programming

ANNEXES

Annex 1. Evaluation Matrix

Evaluability Questions	Sources		
	Document Review	Survey	KIIs
Assessment of the design of the planned results for children			
Logic			
Does the CPD have gaps in the causal pathway that would affect the likelihood of UNICEF achieving the planned outcomes?	X	X	X
Have risks and assumptions been adequately identified?	X		X
Is the design flexible and responsive to external factors?			
Alignment			
Are the Country Programme's outcomes aligned to the country's priorities and based on a Situation Analysis of Children?	X		
Does the CPD have the potential to be aligned with the new UNICEF Strategic Plan and the Regional Headlines?	X		
To what extent does the CPD address equity (including gender issues), and will it progress towards removing bottlenecks to achieving outcomes for children?	X		X
To what extent the agreements (Workplans, PCAs etc.) are aligned with the CPD and directly contribute to achieving results for children?	X	X	X
Assessment of the mechanisms and systems to monitor and evaluate results			
Measurability			
To what extent are there sufficiently measurable indicators for each programme component's expected output and outcome? Do they adequately capture the expected change?	X	X	X
To what extent are there reliable sources of information? Are these captured and disseminated on a regular basis to be useful for programme managers to course correct as required in real-time?	X		X
Do the performance indicators have the potential to be monitored regularly on quality and on time?		X	X
Are there SMART performance indicators with clearly identified means of verification?	X		

Are there adequate baselines and targets? Are the formulated targets plausible and realistic? What is the strategy to obtain the baselines that have not been formulated?	X	X	X
Are the monitoring systems of the partners in place to track the progress of the indicators according to the knowledge and perception of UNICEF staff and stakeholders?	X	X	X
Are sufficient human capacities in place to monitor and evaluate progress towards the CPD?			X
Are cross-cutting themes adequately measured?	X		X
Evaluation Readiness			
Is the necessary documentation, baselines and indicators available to conduct the planned evaluations? If not, are the mechanisms in place to collect the relevant information in the future?	X		
Does the timing of the planned evaluations allow the programme to accumulate enough implementation experience to enable useful lessons to be extracted?			X

The matrix describes the link between the information collected through each question/item of a data collection tool and the corresponding evaluation question. Based on the questions included in the evaluation matrix, the consultant will develop specific data collection tools adapted to each target population.

Annex 2. List of persons interviewed during the assessment

Annex 3. List of documents

- CPD
- Strategy notes
- Work plans
- Thailand UNDSF-UNPAF
- Vision document
- SITAN
- UNICEF strategic plan
- UNICEF EAPRO regional headlines
- TCO Costed Evaluation Plan
- UNICEF evaluation guidelines
- UNEG evaluation guidelines
- UNICEF Evaluability Assessment Guidelines

Annex 4. Data collection instruments (such as survey questionnaires or interview guides)

4.1 Online Survey

We are conducting a survey to gather valuable insights into the monitoring framework and tools of the Country Programme Document between UNICEF and the Government of Thailand. Your participation in this survey will help us better understand how to track results for children. This survey should only take a few minutes to complete and all responses will be kept confidential. We appreciate your time and effort in contributing to this important research. Thank you in advance for your cooperation.

1. Does the Country Programme Document (CPD)'s overall Theory of Change (ToC) clearly describe the logic and pathways to expected results?
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
 - Don't know/No answer
2. Are the CPD outcomes and outputs realistic?
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
 - Don't know/No answer
3. Are the indicators of CPD outcomes and outputs adequate to measure their achievement?
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
 - Don't know/No answer
4. Are the workplans with implementing partners measurable with adequate SMART indicators?
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree

- Don't know/No answer
- 5. Are the indicators of the workplans with implementing partners contributing to achieving CPD indicators?
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
 - Don't know/No answer
- 6. Is data for CPD monitoring and evaluation readily available?
 - Yes
 - No
 - Don't know/NA
- 7. Was the CPD and the results framework designed in a participatory manner with UNICEF colleagues and external partners?
 - Yes
 - No
 - Don't Know/NA
- 8. Are the indicators and M&E systems of the CPD and workplans used for decision-making and programme improvements?
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
 - Don't know/No answer
- 9. Does your programme gather any evaluative data with regard to gender equality, disability inclusion, social inclusion or equity amongst programme beneficiaries?
 - Yes
 - No
 - Dont Know/NA
- 10. Does your programme area have a clear plan and an adequate budget for evaluations? If no, please elaborate.
 - Yes
 - No. Why?
 - Don't Know/NA
- 11. Do you believe there is a demand both internally and externally for evaluation of your programme? If not why?

- Yes
- No. Why?
- Don't Know/NA

Please let us know if you have any insights/recommendations to share on the data collection and analysis in UNICEF TCO.

4.2 Interviews UNICEF

Protocol for UNICEF staff ³⁴

Hello, my name is Paul Davies, I've been contracted to conduct an evaluability assessment of the UNICEF Thailand Country Programme 2022-2026.

The assessment will gather information about the programme design, the M&E system and available data, and how the programme should be evaluated. The information you share will be kept confidential, and no one else will know your responses to the questions. Our conversation should take about 45 minutes. You have the right to stop this interview at any time and you should not feel obligated to answer any/all questions.

Do you have any questions?

I would like to take notes and record our conversation, to help me capture everything that was said. These notes and recordings will not be shared with anyone else. Do you agree to be recorded for this purpose?

Tick () if respondent agrees to be recorded:

Opening question on any insights/concerns about CPD/results framework design and utility ?

Evaluability in principle - Assessment of the design of the planned results for children

Logic

1. Are you familiar with the overall CPD Theory of Change?,(probe) how useful do you find it? (probe) Is there a problem and a clear pathway to the expected results? (probe) How clear is the overall Theory of Change? Which areas of the TOC are unclear?
2. Do you believe that the TOC for your programme as formulated at the outset of the CP is still valid or is there need to adjust the TOC to better reflect adjustments
3. Are the expected results, objectives clear and feasible/realistic? (probe) how do you monitor progress/results?
4. What are the main risks and assumptions that could impact programme performance? Are plans in place to address important these risks and assumptions?
5. To what extent does the CPD address cross-cutting issues, including gender?

Alignment

³⁴. Individual responses acquired during the interview will be kept confidential, and the consultant will only share aggregated data and anonymous comments.

6. To what extent is the CPD in line with UNCF, national priorities and beneficiaries needs? Can you comment on the ease of the process of securing alignment between these different stakeholders?
7. Are financial resources adequate to meet the expected results? Are resources in general aligned with the results?

Evaluability in Practice: Mechanisms and systems to monitor results

Measurability

8. How measurable are the results?

Responsiveness/standardization of reporting from sections? Challenges with implementing partners reporting process?

9. What challenges, if any, do you anticipate with gathering sufficient data on your programme to enable quality evaluation, including from beneficiaries, implementers and partners?
10. Are indicators sufficiently measurable, with identified means of verification, and do they capture the expected changes? Are baselines and targets clearly established?
11. Are cross-cutting themes sufficiently monitored? Are SMART indicators established for them?

Evaluation Readiness

12. Does your programme have a clear plan and budget for evaluations? Are the planned evaluations aligned to the outcomes and respond to the needs of the programme?
13. Will there be sufficient time for programme experience to be accumulated to enable useful lessons to be extracted? Will there be sufficient time to make adjustments to ensure outcomes are delivered based on evaluation learning?
14. Is there a learning culture within TCO? And with partners?
15. What are your learning priorities for the CPE? What elements of your work do you believe are most important to assess in the context of the CPE in order to provide you with useful lessons learned and recommendations?

UNICEF Senior Management³⁵

Hello, my name is Paul Davies, I've been contracted to conduct an evaluability assessment of the UNICEF Thailand Country Programme 2022-2026.

The assessment will gather information about the programme design, the M&E system and available data, and how the programme should be evaluated. The information you share will be kept confidential, and no one else will know your responses to the questions. Our conversation should take about 45 minutes.

Do you have any questions?

I would like to take notes and record our conversation, to help me capture everything that was said. These notes and recordings will not be shared with anyone else. Do you agree to be recorded for this purpose?

Tick () if respondent agrees to be recorded:

³⁵ Individual responses acquired during the interview will be kept confidential, and the consultant will only share aggregated data and anonymous comments.

Evaluability in principle - Assessment of the design of the planned results for children

Logic

1. How satisfied are you with the overall CPD Theory of Change? (probe) how useful do you find it to describe TCO pathways to results? (probe)
2. What are the key problems the CPD wants to solve and what is the role of UNICEF in doing so?
3. Are the expected results and objectives clear, tangible and realistic?

Alignment

4. How well aligned is the CPD with country priorities? (probe) engagement with partners during CPD design
5. How sound is the design process of the CPD to capture the needs and priorities of children?
6. Are financial resources adequate to meet the expected results? Are resources in general aligned with the results?

Evaluability in Practice: Mechanisms and systems to monitor results

Measurability

7. How useful are the CPD reporting? (probe) How do you use the information? (probe) How do UNICEF's partners use/value the reports?
8. What challenges, if any, do you anticipate to gathering and analyzing performance and results information with TCO?
9. Is TCO adequately staffed to provide necessary information for the evidence generation gaps on a periodic basis?

Evaluation Readiness

10. What are the key strategic areas/projects that need be evaluated in this cycle? What elements are most important to assess to provide you with useful lessons learned and recommendations?
11. Is there a culture of learning within TCO?
12. Are there enough resources to conduct robust evaluations?
13. How are lessons learned from past evaluations being extracted? What are your learning priorities for TCO?

UNICEF PME team³⁶

Hello, my name is Paul Davies, I've been contracted to conduct an evaluability assessment of the UNICEF Thailand Country Programme 2022-2026.

The assessment will gather information about the programme design, the M&E system and available data, and how the programme should be evaluated. The information you share will be kept confidential, and no one else will know your responses to the questions. Our conversation should take about 45 minutes. You

³⁶ Individual responses acquired during the interview will be kept confidential, and the consultant will only share aggregated data and anonymous comments.

have the right to stop this interview and any time and you should not feel obligated to answer any/all questions.

Do you have any questions?

I would like to take notes and record our conversation, to help me capture everything that was said. These notes and recordings will not be shared with anyone else. Do you agree to be recorded for this purpose?

Tick () if respondent agrees to be recorded:

Evaluability in principle

Logic

1. How has the CPD designed (Probe: the process followed, who all worked on it). How were the challenges for children identified? How has TCO defined the CPD pillars, activities within these and their prioritization (Probe: criteria or parameters considered/not considered)
2. How were the CPD objectives and indicators established? (probe) design process/participation
3. How satisfied are you with the overall CPD Theory of Change? (probe) how useful do you find it to describe TCO pathways to results? (probe)
4. Are the expected results and objectives clear and tangible? (probe) How measurable are the results?

Alignment

5. How can beneficiaries give input about the programme? To whom? What actions are taken from this information? How do you know?
6. Are financial resources adequate to meet the expected results? Are resources in general aligned with the results?

Evaluability in Practice: Mechanisms and systems to monitor results

Measurability

7. How useful are the tracking tools for the CPD? (probe) usefulness of indicators/M&E tools for strategic decision-making
8. Are indicators sufficiently measurable, with identified means of verification
9. Do indicators capture the expected changes?
10. How is the monitoring data validated and quality assured?
11. What are the main challenges to monitoring?
12. How are technology-based applications or platforms utilized for monitoring?
13. What lessons have been learned as it relates to monitoring?
14. How is monitoring data used in TCO?

Evaluation Readiness

14. What are the key strategic areas/projects that need be evaluated in this cycle? What elements are most important to assess to provide you with useful lessons learned and recommendations?
15. Is there a culture of evaluation within TCO?
16. Are there enough resources to conduct robust evaluations?

17. How are lessons learned from past evaluations being extracted? What are your learning priorities for TCO?

1.

Annex 5. Terms of Reference



ToR_Evaluability_As
sessment_VCO v2.pc

Annex 6. Gender equality marker – program structure

Output	Gender Equality Marker	Program Area
003 - STRATEGIC POSITIONING	MARGINAL	880 - PROGRAMME EFFECTIVENESS
004 - PUBLIC ADVOCACY AND SUPPORTER ENGAGEMENT	MARGINAL	881 - PROGRAMME EFFECTIVENESS
007 - CROSS-SECTORAL APPROACHES	MARGINAL	882 - PROGRAMME EFFECTIVENESS
009 - PLANNING, MONITORING, REPORTING AND EVAL	MARGINAL	883 - PROGRAMME EFFECTIVENESS
001 - INCLUSIVE AND INTEGRATED ECD SERVICES FOR UNDER THREE	MARGINAL	881 - EARLY CHILDHOOD DEVELOPMENT
002 - EARLY CHILDHOOD EDUCATION AND SCHOOL READINESS	SIGNIFICANT	882 - EARLY CHILDHOOD DEVELOPMENT
003 - ECD FRAMEWORKS, POLICY COORDINATION, AND PARTNERSHIPS	MARGINAL	883 - EARLY CHILDHOOD DEVELOPMENT
001 - CURRICULUM, ASSESSMENT, AND LEARNING	SIGNIFICANT	882 - EDUCATION
002 - EQUITABLE, SAFE, AND INCLUSIVE EDUCATION FOR ALL	SIGNIFICANT	883 - EDUCATION
003 - PRO-EQUITY AND RESILIENT EDUCATION SYSTEM	SIGNIFICANT	884 - EDUCATION
001 - ADOLESCENT HEALTH SYSTEM STRENGTHENING	MARGINAL	883 - YOUNG PEOPLE'S RESILIENCE, CONNECTEDNESS AND EMPOWERMENT
002 - TRANSITION TO WORK & EMPLOYABILITY	SIGNIFICANT	884 - YOUNG PEOPLE'S RESILIENCE, CONNECTEDNESS AND EMPOWERMENT
003 - PARTICIPATION	SIGNIFICANT	885 - YOUNG PEOPLE'S RESILIENCE, CONNECTEDNESS AND EMPOWERMENT
001 - COHESIVE CHILD PROTECTION SYSTEM	SIGNIFICANT	884 - CHILD PROTECTION
002 - PREVENTION AND DETECTION	SIGNIFICANT	885 - CHILD PROTECTION

003 - QUALITY RESPONSE	SIGNIFICANT	886 - CHILD PROTECTION
001 - CHILD RIGHTS MONITORING- DATA, KM, EVIDENCE-BASED POLICY MAKING FOR CHILDREN	SIGNIFICANT	885 - SOCIAL POLICY
002 - SOCIAL PROTECTION	SIGNIFICANT	886 - SOCIAL POLICY
003 - PUBLIC FINANCE FOR CHILDREN	SIGNIFICANT	887 - SOCIAL POLICY

Annex 7. TCO CSI – GAP indicators

Goal 1 Gender priority 1 (1/5)

1.1.4. Number of countries in which UNICEF has strengthened systems for primary health care

Goal 1 Gender priority 2 (3/6)

1.4.2. Number of countries integrating adolescent health priorities, including sexual and reproductive health, in primary health-care services or through school and digital platforms

1.5.1. Number of countries integrating mental health services in primary health care, including through school and digital platforms

1.7.2. Number of countries with programmes to prevent overweight and obesity in school-age children and adolescents³

Goal 2 Gender priority 1 (2/2)

2.1.1. Percentage of countries with inclusive and gender-equitable systems for access to learning opportunities

2.1.4. Number of out-of-school children and adolescents who accessed education, through UNICEF-supported programmes

Goal 2 Gender priority 2 (2/4)

2.2.6. Percentage of countries institutionalizing holistic skills development to support learning, personal empowerment, environmental sustainability, active citizenship and/or employability and entrepreneurship

2.2.10. Number of adolescents and young people who participate in or lead civic engagement initiatives, through UNICEF-supported programmes

Goal 3 Gender priority 1 (4/7)

3.1.2. Number of mothers, fathers and caregivers reached through UNICEF-supported parenting programmes⁷

3.1.3. Number of children who have experienced violence, exploitation, abuse and neglect reached by health, social work or justice/law enforcement services, through UNICEF-supported programmes

3.1.8. Number of children and adults who have access to a safe and accessible channel to report sexual exploitation and abuse by humanitarian, development, protection and/or other personnel who provide assistance to affected populations

3.2.7. Number of UNICEF-targeted children, adolescents, parents and caregivers provided with community-based mental health and psychosocial support services

Goal 3 Gender priority 2 (2/6)

- 3.1.8. Number of children and adults who have access to a safe and accessible channel to report sexual exploitation and abuse by humanitarian, development, protection and/or other personnel who provide assistance to affected populations
- 3.2.7. Number of UNICEF-targeted children, adolescents, parents and caregivers provided with community-based mental health and psychosocial support services

Goal 4 Gender priority 1 (3/4)

- 4.1.6. Number of women and adolescent girls reached whose menstrual health and hygiene needs are addressed, through UNICEF-supported programmes
- 4.1.7. Number of people in humanitarian contexts reached with appropriate drinking water services, through UNICEF-supported programmes
- 4.1.8. Number of people in humanitarian contexts reached with appropriate sanitation services, through UNICEF-supported programmes

Goal 4 Gender priority 2 (2/2)

- 4.1.6. Number of women and adolescent girls reached whose menstrual health and hygiene needs are addressed, through UNICEF-supported programmes
- 4.3.2. Number of countries engaging children, adolescents and young people in action and advocacy to address climate change, unsustainable energy use and/or environmental degradation, with UNICEF support

Goal 5 Gender priority 1 (1/2)

- 5.2.2. Number of countries with social protection programmes that are gender-responsive or lead to transformative gender equality results¹⁰

Indicator	Progress	Source
4. Maternal mortality ratio (Sustainable Development Goal (SDG 3.1.1))	37 (2017)	SDG database
5. Percentage of children who are developmentally on track in literacy-numeracy, physical, learning and social-emotional skills (SDG 4.2.1)	92.9 (2019)	SDG database
7. Estimated rate of new HIV infections (SDG 3.3.1)	0.1 (2020)	SDG database
12. Percentage of adolescent girls who are anaemic (SDG 2.2.3)		SDG database
14. Completion rate in primary and lower and upper secondary education (SDG 4.1.2)	93.5 & 74	(MICS 2022)
15. Equity index (computed on lower secondary completion rate) (SDG 4.5.1)		
17. Proportion of young women and men aged 18 to 29 years who experienced sexual violence by age 18 (SDG 16.2.3)	In 2018, the proportion of ever-partnered 15 to 49 years old women and girls subjected to physical and/or sexual violence by a current or former intimate partner in the previous 12 months was 9.3% .	SDG database

18. Proportion of children aged 1 to 17 years who experienced any physical punishment and/or psychological aggression by caregivers in the past month (SDG 16.2.1) Percentage of children age 1-14 years who experienced any physical punishment and/or psychological aggression by caregivers in the past one month = **53.8** (MICS 2022)

22. Percentage of girls and women aged 15 to 49 years who have undergone female genital mutilation (SDG 5.3.2)



23. Proportion of women and men (20–24 years) married or in union before age 18 (SDG 5.3.1)

Women (MICS 2022)
 (a) before age 15 = **5.5**
 (b) before age 18 = **17.0**
Men
 (a) before age 15 = **0.6**
 (b) before age 18 = **5.8**

30. Percentage of countries where legal frameworks are in place to promote, enforce and monitor equality and non-discrimination on the basis of sex (SDG 5.1.1)

In 2020, the degree to which legal frameworks promote, enforce and monitor gender equality with respect to marriage and family benefits stood at **81.8 points** on a 0-100 scale. SDG database

In 2020, the degree to which legal frameworks promote, enforce and monitor gender equality in public life stood at **50 points** on a 0-100 scale.

In 2020, the degree to which legal frameworks promote, enforce and monitor gender equality with respect to employment and economic benefits stood at **60 points** on a 0-100 scale.

In 2020, the degree to which legal frameworks promote, enforce and monitor gender equality with respect to violence against women stood at **50 points** on a 0-100 scale.

31. Whether or not legal frameworks are in place to promote, enforce and monitor equality and non-discrimination on the basis of sex (SDG 5.1.1)



OUTCOME LEVEL

Indicator

Progress

Source

1.1. Percentage of pregnant women receiving at least four antenatal visits

Percentage of women age 15-49 years with a live birth in the last 2 years who during the pregnancy of the most recent live birth were attended at least four times by any provider = **88.3**

(MICS 2022)

1.2. Percentage of live births attended by skilled health personnel (home and facilities) (SDG 3.1.2)

Percentage of women age 15-49 years with a live birth in the last 2 years whose most recent live birth was delivered in a health facility = **99.5**

(MICS 2022)

1.3. Percentage of (a) mothers and (b) newborns receiving postnatal care				
1.12. Percentage of children aged 24 to 59 months receiving early stimulation and responsive care from their parents or caregivers	T M F - 94	- - -	93 91	UNICEF SOWC 2021
1.13. Proportion of women aged 15 to 19 years who make their own informed decisions regarding sexual relations, contraceptive use and reproductive health care (SDG 5.6.1)				
1.14. Percentage of adolescents who report symptoms of depression and/or anxiety reporting contact with health professional or counsellor for mental health care				
1.15. Percentage of children and adolescents living with HIV who receive antiretroviral therapy	75.7 (children 0-14)			UNICEF SOWC 2021
1.16. Percentage of HIV-positive women who received antiretroviral therapy during pregnancy and/or at labour and delivery [adolescents 15–19 years]				Per cent of pregnant women living with HIV receiving effective ARVs for MTCT = >95 UNICEF SOWC 2021
1.20. Percentage of pregnant women who benefit from gender-responsive programmes for the prevention of anaemia [adolescents 15–19 years]				
2.1. Percentage of countries with gender disparity in education				
2.3. Gross enrolment ratio in pre-primary education	74			UNESCO Institute for Statistics (UIS). UIS.Stat Bulk Data Download Service. Accessed October 24, 2022.
2.4. Out-of-school rate for girls and boys of primary school age	4.1			(MICS 2022)
2.7. Percentage of youth not in employment, education or training (SDG 8.6.1)	15.1			ILO (2022)
2.8. Remote learning readiness index				Percentage of children age 7-14 who attended classes remotely during COVID-19 pandemic in the last school year = 91.4 Percentage of children age 7-14 who attended classes remotely during COVID-19 pandemic in the last school year and received help for remote learning = 73.2
3.1. Percentage of girls and boys aged 15 to 17 years who have ever experienced any sexual violence and sought help from a professional				

3.3. Percentage of girls and boys aged 15 to 19 years who consider a husband to be justified in hitting or beating his wife for at least one of the specified reasons⁸

Percentage of women and men age 15-49 years who state that a husband is justified in hitting or beating his wife in at least one of the following circumstances: (1) she goes out without telling him, (2) she neglects the children, (3) she argues with him, (4) she refuses sex with him, (5) she burns the food
Women = 3.5
Men = 5.7

(MICS 2022)

3.4. Percentage of students 13 to 15 years who reported being bullied on 1 or more days in the past 30 days

3.9. Percentage of girls, boys, women and men aged 15 to 49 years who believe that female genital mutilation should be eliminated

4.4. Proportion of women and girls aged 15 to 49 years who have menstruated in the last 12 months who did not participate in work, school or other social activities during their last period

4.4. Proportion of women and girls aged 15 to 49 years who have menstruated in the last 12 months who did not participate in work, school or other social activities during their last period [adolescents 15–19 years]

5.5. Number of countries taking action to support care work, through family-friendly policies



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