

COMMON THREAD



Evaluation Of UNICEF's Investment Towards Institutional Strengthening For Social and Behaviour Change

Inception Report

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Table of Contents

Acronyms	1
Introduction	2
Context.....	2
<i>Defining SBC</i>	2
<i>How SBC is operationalized and implemented</i>	4
<i>SBC investment</i>	5
Aim, use and scope of the evaluation	6
<i>Purpose and objectives</i>	6
<i>Expected users and intended use.....</i>	6
<i>Stakeholders involved and their roles and responsibilities</i>	7
<i>Scope and time period covered.....</i>	7
Evaluation framework.....	7
<i>Theory of Change.....</i>	7
<i>Evaluation questions.....</i>	10
<i>Evaluation Matrix</i>	11
Methodology	13
<i>Overall approach</i>	13
<i>Document review.....</i>	15
<i>Data review</i>	16
<i>Interviews and discussions.....</i>	16
<i>Case studies</i>	18
<i>Online survey</i>	19
<i>Validation workshop.....</i>	20
<i>Analysis and reporting.....</i>	20
Evaluation work plan	21
<i>Timeline and deliverables</i>	21
<i>Evaluation team</i>	23
<i>Data protection and confidentiality.....</i>	25
<i>Quality assurance and risk management</i>	25
Annexes	27
<i>Annex 1: Terms of Reference</i>	27
<i>Annex 2: Documents Reviewed.....</i>	27
<i>Annex 3: Data Collection Tools</i>	27
<i>Annex 4: People to be interviewed</i>	27
<i>Annex 5: Probes</i>	28
<i>Annex 6: Frameworks to assess results areas.....</i>	31
<i>Annex 7: Concepts</i>	34
<i>Annex 8: Comparison of revised EQs to original EQs.....</i>	35
<i>Annex 9: SBC Global Theory of Change.....</i>	36
<i>Annex 10: Global, regional and country office roles in the implementation of C4D/ SBC</i>	37

Acronyms

BMGF	Bill and Melinda Gates Foundation
C4D	Communication for Development
CE	Community Engagement
CO	Country Office
CSO	Civil Society Organization
EAPRO	East Asia and Pacific Regional Office
ECARO	Europe and Central Asia Regional Office
ESARO	Eastern and Southern Africa Regional Office
ERG	Evaluation Reference Group
EQ	Evaluation Question
FGD	Focus Group Discussion
LACRO	Latin America and the Caribbean Regional Office
LTA	Long Term Agreement
MEL	Monitoring, Evaluation, and Learning
NGO	Non-governmental Organization
HQ	Headquarters
IFRC	International Federation of Red Cross and Red Crescent Societies
IOM	International Organization for Migration
RAM	Results Assessment Module
RCCE	Risk Communication and Community Engagement
RO	Regional Office
ROSA	Regional Office for South Asia
RR	Regular Resources
SBC	Social and Behaviour Change
SBCC	Social and Behaviour Change Communication
SOP	Standard Operating Procedure
SUN	Scaling Up Nutrition
TAM	Technical Assessment Mission
ToC	Theory of Change
ToR	Terms of Reference
USAID	U.S. Agency for International Development
WCARO	West and Central Africa Regional Office
WHO	World Health Organization

Introduction

UNICEF's Evaluation Office has commissioned an Evaluation of UNICEF's Investment towards Institutional Strengthening for Social and Behaviour Change (SBC), covering the period from 2018 to 2022. During this period, the Bill & Melinda Gates Foundation provided an investment, supplemented by dedicated UNICEF funds, to initiate and accelerate quality programming and results for children using Communication for Development (C4D) programming (later called SBC programming).

This inception report outlines the results of the inception phase of the evaluation and will help to secure a common understanding among the key stakeholders of the evaluation objectives, scope, and approach. The report builds on the evaluation ToR (see [Annex 1](#)) and presents key elements of the evaluation, in particular this evaluation's Theory of Change (ToC), and the processes and methods that will guide it to a final report.

The inception report is based on the results of desk research, a review of key project documents, co-creation calls with the Management Team of this evaluation, a set of limited inception phase interviews with key UNICEF SBC staff members, and the inception meeting with the Evaluation Reference Group (ERG). For the next stage of the evaluation process, the report will serve as an initial benchmark of the process and as the primary reference document. This report was prepared by *Common Thread* and *orange & teal* and reviewed by the Management Team and Evaluation Reference Group in March 2023.

Context

Defining SBC

Currently, the Social and Behaviour Change (SBC) function at UNICEF aims to “empower individuals and communities, and lower structural barriers that hinder people from adopting positive practices and societies from becoming more equitable, inclusive, cohesive and peaceful.”¹ SBC brings together perspectives and insights from multiple disciplines (including sociology, psychology, anthropology, economics, communication, among others) and blends social science with community insights to enable people and the communities they belong to expand their control over the decisions they make. Fundamentally, SBC programming is intended to create a supportive environment that enables positive behaviours and social phenomena while encouraging the abandonment of harmful practices and norms.

Prior to 2021, the UNICEF institutional function that delivered SBC activities was identified as Communication for Development (C4D). Under the 2018 - 2021 Strategic Plan, C4D was identified as an element contributing to the change strategy to deliver “programming excellence for at-scale results for children.”² While the C4D function has been a core part of UNICEF's engagement with communities and stimulating social movements, it historically emphasized communication tools, channels and participatory approaches as the main approach to facilitate behaviour and social change.³ It was often

¹ UNICEF, 2022. [Social and Behaviour Change](#).

² UNICEF, 2018. [UNICEF Strategic Plan 2018-2021](#), p.25-26

³ The C4D function emphasized communication and community engagement, however acknowledged that broader social and behaviour change could only be achieved through a multi-level mix of strategies.

referred to, and conceptualized as a communication practice.⁴ Some of the key mechanisms highlighted in the Global C4D ToC included “influential media content with positive images, champions and role models, rewards for reinforcement” and “integrated interpersonal and media-based behaviour and social change platforms supported at scale at institutional, public, and community levels.”⁵

This ToC represents C4D as a practice largely focused on interpersonal communication, dissemination of messages through mass media, and leveraging frontline workers and social mobilisers as key communicators of social and behaviour change messaging. However, aligned with the transition to the current UNICEF 2022-2025 Strategic Plan, UNICEF has expanded and repositioned *Communication for Development as Social and Behaviour Change*, streamlining the role of social and behavioural sciences to design better programming while highlighting a shift from communication-based approaches to a more-encompassing practice that includes “evolving capabilities beyond communication and community engagement strategies”.⁶

This shift was partially a result of internal reflections on the need to expand beyond communication strategies when seeking to empower social and behavioural change, especially as other agencies and organizations, including the World Bank, USAID, and Save the Children were doing the same. SBC is evolving as a practice and expanding into new programming territories to articulate interventions that affect change at the policy, systems and services levels based on robust social science approaches. For the reasons above, SBC is now positioned in the new UNICEF Strategic Plan as a key change strategy that will enable UNICEF to accelerate progress towards the Sustainable Development Goals (SDGs).⁷

In spite of its strategic role, SBC’s discrete role and value of work to influence behaviour and social change within UNICEF has not always been well understood. For example, in 2018, the regional C4D strategic framework 2018-2021 for the Regional Office of South Asia concluded that “despite the long history of C4D in UNICEF and the organization’s position among UN partners as the leading agency on social and behaviour change, there is often low understanding within UNICEF of what C4D is and how it contributes to achieving results”.⁸ Terminology such as ‘community engagement’, ‘behaviour communication’, ‘social change’, and ‘behaviour change’ are often used interchangeably, which is believed to contribute to the widespread confusion amongst staff and partners, potentially hindering SBC’s strategic success and contribution to programmatic priorities.

A note on terminology

Because C4D was repositioned as SBC during the evaluation period, we have used “C4D/SBC” to refer to programmes, operations, and indicators related to social and behavioural change. This evaluation will explore how this repositioning and broadening of approaches has led to evolution in programming activities, outputs, and outcomes - to the degree that such change is already visible. We will use the SBC Global Theory of Change ([Annex 9](#)) to understand what activities, outcomes, and outputs are considered to fall under the realm of C4D/SBC.

⁴ UNICEF ROSA, 2018. [Communication for Development. Strategic Framework 2018-2021](#), p.2

⁵ UNICEF, 2018. C4D Global Theory of Change (internal document)

⁶ UNICEF, undated. SBC Intranet Site (internal webpage)

⁷ UNICEF, 2022. [UNICEF Strategic Plan 2022–2025](#). Renewed ambition towards 2030, p. 17,20

⁸ UNICEF ROSA, 2018. [Communication for Development. Strategic Framework 2018-2021](#), p.53

How SBC is operationalized and implemented

SBC is positioned as both a “means to an end” (contributing to programme-specific outcomes) as well as an “end in itself” (producing cross-cutting transformational results that go beyond any singular programme or goal area).⁹

However, even before the 2022-2025 Strategic Plan was published, significant efforts were being made to position SBC as a cross-cutting programme approach that is core to all technical programmes. The 2018 Global Theory of Change specifically operationalized C4D as having four key cross-cutting outcomes (Demand for and use of quality and inclusive services; Adoption of key parenting and community practices; Abandonment of harmful social norms and behaviours/adoption of positive ones; and Engagement and empowerment of communities, adolescents and children, particularly the most marginalized, for them to become agents of change and to hold duty bearers to account.) It was assumed that in order for these outcomes to be achieved, C4D/SBC would need to be embedded as a key component of programme delivery across and within sectors.¹⁰

One way to measure the integration of SBC/C4D across and within sectors is the use of corporate indicators like that of C4D Quality Benchmarks that assess the level to which the organization is incorporating SBC overall in its operations from a qualitative and institutional point of view. The C4D quality benchmarks are a set of five standards used to measure the success of system strengthening efforts. While development began in 2014, the benchmarks were used in 2018 to establish a baseline and set annual targets from 2018-2021. Quality was defined according to community engagement, capacity development, budgeting, coordination, and evidence generation and use (see illustration below). However, as noted in the 2018 Global Annual Results Report, there remained significant variations in how these standards and benchmarks were used, particularly when looking across regions.¹¹

Figure 1: C4D Quality Benchmarks



⁹ UNICEF, 2022. SBC Corporate Results Planning, Monitoring & Reporting. Operational Guidance

¹⁰ UNICEF, 2018. Communication for Development (C4D). Supplement to the Global Annual Results Reports.

¹¹ Ibid.

Global, regional and country offices all play an important role in the implementation of C4D/SBC at UNICEF, and in the broader SBC sector.¹² While not exhaustive, documents provided by UNICEF help to paint a picture of the key roles and responsibilities at each level (summarized in [Annex 10](#)). Key informant interviews revealed that operationalization in terms of both human and financial resources varies from region to region and country to country; the evaluation team will explore and further describe how SBC is operationalized in the evaluation report.

As part of the recent (October 2022) “Evaluability Assessment and Formative Evaluation of the UNICEF Positioning to Achieve the Goals of the Strategic Plan, 2022–2025” conducted by UNICEF’s Evaluation Office, each of UNICEF’s change strategies was rated along five dimensions. The strategy “Community engagement and social and behavioural change” received “sufficient / good” ratings for two of the five dimensions, namely: approach and resources. Three dimensions were rated as “insufficient / poor”. These dimensions were: positioning, technical capacities, and partnerships.¹³

SBC investment

In 2017, UNICEF secured a one-time, multi-year investment from the Bill & Melinda Gates Foundation (BMGF) to “strengthen SBC programming across all levels of the organization”.¹⁴ BMGF contributed \$4,620,375, and UNICEF further contributed \$2,474,000.¹⁵

According to the investment’s Results Framework, the investment was shaped around three primary outcomes:

1. *Enhanced community engagement among country level partners in development and humanitarian action supported through development of global public goods, including common technical standards, standard operating procedures, global advocacy and social science evidence platforms and surge capacity resources.*
2. *Innovative global public goods developed and applied in C4D/community engagement initiatives supported at the regional and country level.*
3. *UNICEF’s overall institutional capacity in C4D/community engagement [later broadened to SBC] strengthened at the global, regional, and country offices to support partners - government and CSOs/NGOs.*

The grant provided funding for multiple categories related to institutional capacity strengthening of SBC (referred to as C4D at the time of conceptualization). Funding was included for personnel, including the addition of SBC Regional Advisors in each region; travel to undertake Technical Assistance Missions (TAMs) and support the development of a Global Think Tank for SBC; consultants to support TAMs and development of SOPs; subawards to ROs, COs, and other institutions for capacity strengthening activities; and other direct costs to support facilitation of Global Think Tank meetings.¹⁶

¹² “Implementing” is understood as any activity associated with the role UNICEF takes in the implementation of programmes, while acknowledging that implementation in the narrower sense is carried out by UNICEF’s partners.

¹³ UNICEF, 2022. [Evaluability Assessment and Formative Evaluation of the UNICEF Positioning to Achieve the Goals of the Strategic Plan, 2022–2025](#).

¹⁴ UNICEF, 2022. [Terms of Reference](#). Evaluation of UNICEF’s Investment towards Institutional Strengthening for Social and Behaviour Change.

¹⁵ Document shared by UNICEF SBC team: SBC Investment Evaluation Initial Parameters Discussion. Note: BMGF’s support included a further \$369,630 which went toward UNICEF’s standard retention to support overhead costs. The total investment including this retention was \$7,464,005.

¹⁶ 2018 Grant Budget provided by UNICEF.

Building on the seed investment from BMGF, five regional offices (EAPRO, ECARO, ESARO, LACRO, and ROSA) have made investments using their own regular resources (RR) to develop and sustain their core C4D capacity at the regional level.¹⁷

Aim, use and scope of the evaluation

Purpose and objectives

Since 2018, UNICEF has been on a renewed journey of significant change to strengthen SBC programming and increase its visibility. As the BMGF multi-year investment ends, an evaluation has been requested to assess the overall results to strengthen SBC programming across the organization. The purpose of the evaluation is two-fold. First, the evaluation aims to **deeply, yet rapidly, understand the impact of recent investments in SBC at UNICEF** and, secondly, **to provide a fresh, independent perspective and recommendations** to further strengthen UNICEF's future SBC work and partnerships.

Specifically, the objectives are:

- To conduct an in-depth analysis of recent investments in UNICEF's SBC programming in order to understand:
 - *How and to what extent have the investments (including the structure of the BMGF grant) strengthened the institutional building blocks for SBC within UNICEF?*
 - *How and to what extent has this investment led to improvements in the quality of SBC programming?*
 - *How and to what extent has this investment contributed to the readiness of the SBC function to support the implementation of UNICEF's 2022 - 2025 Strategic Plan?*
- To provide recommendations
 - *to position SBC in work plans and partnerships moving forward;*
 - *to feed into investment cases for SBC fundraising, system strengthening and capacity building; and*
 - *to strengthen the role of SBC programming as a change strategy*

Expected users and intended use

The primary users of the evaluation include SBC Practitioners within UNICEF, including SBC staff within HQ, SBC Regional Advisors, SBC Leads and Focal Points within Country Offices, as well as Senior Leadership in UNICEF such as Deputy Representatives, Sector Leads, and fundraising teams. Secondary users of the evaluation include SBC as a sector, including those working in organizations external to UNICEF, Senior Management such as the Global and Regional Management Teams, and potential funders of SBC for UNICEF, including BMGF.

The intended use of the evaluation for different users is summarized below.

1. Triggering organizational change

- **Use:** To use the new perspective and recommendations around UNICEF's future SBC work and partnerships to trigger action by UNICEF management through reviewing and acting on specific recommendations
- **For whom?** UNICEF Management including the Executive Director's Office and Programme Managers

¹⁷ 2019 Progress Narrative provided to the Bill and Melinda Gates Foundation by UNICEF.

2. Learning from and supporting SBC planning and programming

- **Use:** To use new learnings to strengthen SBC programming and planning in the future.
- **For whom?** (UNICEF) SBC practitioners, programme leads and overall UNICEF leadership

3. Supporting advocacy for further SBC funding

- **Use:** To support advocacy and fundraising strategies for further investment in SBC by showing the results achieved by recent investments and efforts to strengthen SBC, and highlighting where further changes (and therefore investments) are required
- **For whom?** Fundraisers and Funders (bilateral, private sector, National Committees and Private Fundraising and Partnerships PFP)

Stakeholders involved and their roles and responsibilities

The evaluation is commissioned by UNICEF's Evaluation Office, who manages the exercise and supervises the work of the external evaluation team. Representatives of the SBC function support the exercise and form part of the evaluation management team. Furthermore, an Evaluation Reference Group supports the evaluation in an advisory capacity, consisting of internal resource persons on community engagement, SBC, and evaluation, as well as external experts.

Scope and time period covered

The scope of the evaluation will encompass SBC capacity and programming at the various organizational levels (global, regional, and country levels), as outlined in the approach and methodology section of this report. The timeframe under scope will focus on the five years following the receipt of the BMGF grant, i.e., 2018 - 2022.

The evaluation will assess the effect of the different investments together, and not per investment. In-depth case studies will describe how programming quality is shaped by institutional capacity strengthening in different settings. However, this evaluation will not provide an in-depth analysis on the impact of programming on key results across all countries and sectors.

Evaluation framework

An evaluation framework is an important tool to organize what the evaluation will be assessing. This section presents the Theory of Change (ToC) that will guide the evaluation; the evaluation questions; and an evaluation matrix which specifies how they will be answered.

Theory of Change

The Evaluation ToC, developed specifically for this evaluation, guides the exercise by outlining the expected results, clarifying how the recent investments in strengthening SBC are expected to lead to the intended results, and illustrating how investments, results and context relate to each other. As part of the preparations and in exchanges with the UNICEF team, the evaluation team has elaborated an analytical ToC to guide the evaluation. This ToC outlines the hypothesized results expected from the investment, which may or may not be causally linked. The evaluation team developed this ToC as a way of clearly outlining the potential lines of enquiry involved in the evaluation. This ToC brings in elements of the SBC Global Theory of Change ([Annex 9](#)) in that it includes the institutional building blocks that are outlined as being necessary for SBC programming quality (Result 1), Furthermore, it incorporates the results framework of the investment (Results 2 and 3).

The ToC focuses on the “core narrative” of investment in SBC capacity and programming as a cross-cutting change strategy for UNICEF overall rather than the specific realities of individual sectors, projects and programmes. The following diagram (Figure 2) visualizes the elements of the ToC as follows:

The intended results of the investments can be categorized into four main result areas:

1. Strengthened SBC capacity and integration¹⁸
2. Improved quality of SBC programming¹⁹
3. Development and application of innovative global public goods
4. Improved SBC readiness to support the UNICEF Strategic Plan 2022-2025

Under each result area, specific topics are defined that represent key learning interests of UNICEF as expressed in the ToR and the discussions during the inception phase.²⁰ The relationship is mediated by the contextual factors related to the UNICEF-internal situation and/or the context in which SBC programming has been implemented. These factors exist at the global, regional, country, and team levels and may either accelerate or impede intended results from being achieved.

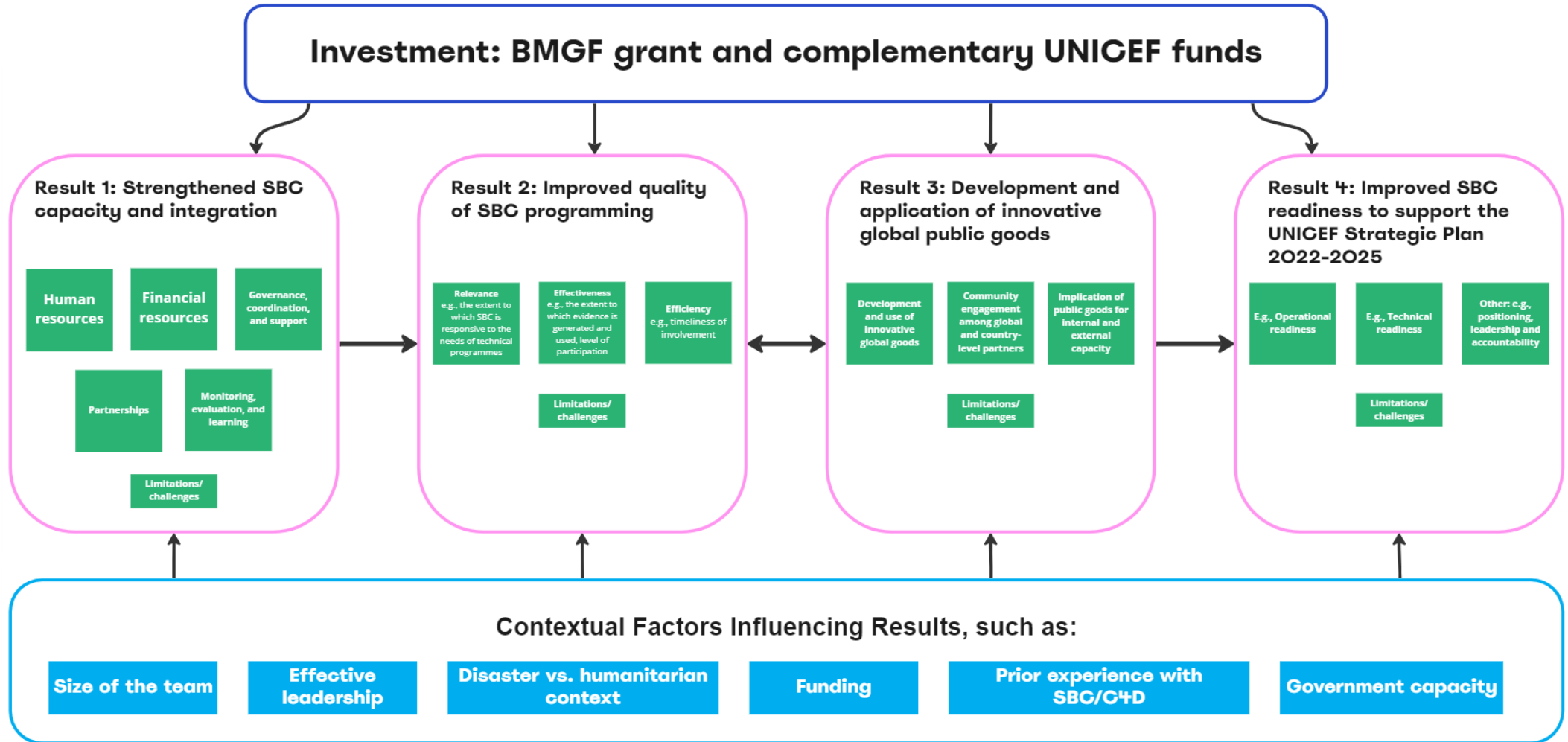
During the evaluation, we will further explore the relationship between these four outcomes. As the expected results are explored throughout the evaluation, there might be further need to adapt the ToC, though most likely at topic-level, rather than at result area level. The final evaluation report will contain a final version of the analytical ToC for the evaluation based on the evaluation findings. The analytical ToC will remain a general ToC for the evaluation, in the sense that it does not reflect project, country, or sector-specific realities. It also differs from the Global SBC ToC as attached to the evaluation ToR ([Annex 9](#)), as the Global SBC ToC refers to a SBC programming as a whole while the analytical ToC for the evaluation looks at key elements as related to the investment.

¹⁸ Capacity and integration are two different but interrelated aspects. Capacity affects integration, and integration affects capacity. Hence, they are discussed together.

¹⁹ Quality of C4D/SBC programming captures the C4D/SBC elements in projects and programs implemented by UNICEF (and not the overall quality of these projects / programmes). The term quality has different nuances (result-related ones, process-related ones, for instance), which will be explored in the interviews with UNICEF staff and partners. This will also provide information on how SBC programming quality is understood in the organization.

²⁰ Guidance is further provided by the results framework and other frameworks used by UNICEF ([Annex 5](#)).

Figure 2: Evaluation Theory of Change



Evaluation questions

The Terms of Reference contained a set of five lead evaluation questions (EQs) and 18 sub-questions which were grouped along the evaluation's main themes and related objectives. To align with the four results areas in the ToC, the following four question clusters are proposed, which contain 10 more generalized, higher-level lead questions:

1. How have C4D/SBC institutional **capacity and integration** evolved? What contributed to this change? How can capacity and integration be further strengthened?
2. How has C4D/SBC **programming quality** evolved? What contributed to this change? How can quality be further strengthened?
3. How has the investment contributed to UNICEF's development, use, and dissemination of C4D/SBC global **public goods**, including to strengthen the capacity of government and other partners? How could the development and use of these public goods be further strengthened?
4. What is UNICEF's **readiness** in terms of SBC to support the implementation of the Strategic Plan 2022-2025 and for it to act as a change strategy to achieve UNICEF's vision?

The lead questions provide guidance for the evaluation and will also be used as a structure for the evaluation report. All of the original EQs and sub-questions in the ToR are included as probes (see [Annex 5](#)). While the focus of the evaluation will be on the lead questions, the probes cover different items/topics in the ToC and will provide a lens or a direction of inquiry. Probes serve internal purposes and will be adjusted as the analysis evolves, as well as adapted to the interview situation.

Table 1 lists the specific topics explored under each question, based on the Theory of Change above. Following feedback received from the Evaluation Reference Group, these characteristics of the evaluation questions and key topic areas need to be pointed out:

- **Contextual nuances:** Differences between the environment in which country offices operate, but also differences over time will be explored. The timeframe of the evaluation encompasses the pandemic which had a great effect on SBC capacity and delivery, not least because more resources were made available.
- **Changes within partner organizations:** The evaluation focuses primarily on changes within UNICEF, but selected changes in partner organizations are part of the discussions (specifically when looking at the use of public goods, and as a contextual factor when exploring programming quality).
- **Two programming types:** The evaluation will consider both cross-cutting programming, which involves lending SBC expertise to other sections, and SBC-specific goals that focus directly on changing a set of behaviors. It will distinguish between the two where meaningful and possible.
- **Sectoral differences:** The evaluation will cover sectoral differences where meaningful and possible, including seeking to understand the impact of increased SBC capacity on other cross-cutting functions, such as gender

Table 1: Lead evaluation questions and key topic areas

Lead evaluation questions	Key topic areas to explore and evaluate
<p>How have C4D / SBC institutional capacity and integration evolved? What contributed to this change? How can capacity and integration be further strengthened?</p>	<ul style="list-style-type: none"> - Changes triggered by the investment - Human and financial resources - Governance, coordination and support mechanism - Partnerships - Monitoring, evaluation, and learning - Contextual nuances (for all of the above) - Limitations to the investment and challenges encountered
<p>How has C4D / SBC programming quality evolved? What contributed to this change? How can quality be further strengthened?</p>	<ul style="list-style-type: none"> - Changes triggered by the investment - Relevance - Effectiveness and efficiency - Other important elements of quality (such as integration of gender) - Contextual nuances (for all of the above) - Limitations to the investment and challenges encountered
<p>How has the investment contributed to UNICEF’s development, use, and dissemination of C4D/SBC global public goods, including to strengthen the capacity of government and other partners? How could the development and use of public goods be further strengthened?</p>	<ul style="list-style-type: none"> - Changes triggered by the investment - Development, dissemination, and use of innovative global public goods - Community engagement among global and country-level partners through developing global public goods - Implication of public goods for internal and external (country partners) capacity - Contextual nuances (for all of the above) - Limitations to the investment and challenges encountered
<p>What is UNICEF’s readiness in terms of SBC to support the implementation of the Strategic Plan 2022-2025 and to act as a change strategy to achieve UNICEF’s vision?</p>	<ul style="list-style-type: none"> - Operational readiness (including resources) - Technical readiness - Other elements of readiness such as leadership, accountability, and positioning - Additional drivers of readiness (as an approach/change strategy) - Tackling other existing limitations to the investment and ongoing challenges

Evaluation Matrix

The revised questions are listed below together with the main sources of information. These are further explored in the methodology section below, together with the methodology to gather and assess the data / information.

Table 2: Evaluation Matrix

Evaluation Question	Documents	Data	Interviews	Survey	Case Study
How have C4D/SBC capacity and integration evolved? What contributed to this change? How can capacity and integration be further strengthened?	Review of key documents such as: M&E and Progress Reports (BMGF), reports on / from capacity building exercises; selected documents e.g., on MEL framework; Selected country programme documents	C4D quality benchmarks, SBC CO model data, other relevant SBC indicators	Interview CO/RO/HQ, selected global partners	Survey CO/RO/HQ	Case studies exploring office(s) where capacity has been growing most / least (covering different contexts / capacity levels) - why and with what effect
How has C4D/SBC programming quality evolved? What contributed to this change? How can quality be further strengthened?	Review of key documents such as: M&E, Progress Reports (BMGF), review of programming documents and evaluation reports	To be explored whether selected datasets / indicators (including those mentioned above) can also be used to explore programming quality	Interviews CO/RO/HQ and country level partners (Gov/CSO/NGO), selected global partners	Survey CO/RO/HQ and country level partners (Gov/CSO/NGO)	Part of case studies on capacity
How has the development and application of C4D/SBC global public goods provided by UNICEF evolved? What contributed to this change? How can it be further strengthened?	Review of key documents such as: M&E and Progress Reports (BMGF), SBC Landscape analysis, workshop reports, attendance from outside UNICEF (if meaningful / resources available)	Media data (e.g., download key documents, usage of online tools / courses)	Interviews CO/RO/HQ and country level partners (Gov/CSO/NGO)	Survey CO/RO/HQ and country level partners (Gov/CSO/NGO)	Part of case studies on capacity
What is UNICEFs readiness in terms of SBC to support the implementation of the Strategic Plan 2022-2025?	Indirectly, based on information from other evaluation questions	Indirectly, based on information from other evaluation questions	Interview CO/RO/HQ	Survey CO/RO/HQ	Part of case studies on capacity

Methodology

In this section we define the methods and activities that will be used to collect, analyse and synthesize the required data and information to respond to different elements of the evaluation.

Overall approach

The overall approach suggested for the evaluation is largely drawn from **theory-based evaluation** approaches.²¹ The evaluation will use a Theory of Change to guide the inquiry, and will explore causal linkages through understanding the mechanics of change rather than using a formal comparison with a counterfactual situation (i.e., change in capacity, programming quality, and provision of public goods without investments).

The approach is also informed by **outcome harvesting** approaches, as the evaluation intends to capture change in the results areas identified in the evaluation ToC - whether these changes were initially planned for in the investment framework or not.²²

Furthermore, the evaluation will rely on a **utility-focused approach**, flexibly applying methods and elements that will best help to respond to the evaluation questions. In that sense, it will not follow a specific set of formal steps as proposed by some evaluation literature.²³ The underlying assumption here is that a pragmatic approach will work best, given the specific learning interests and expected audience of the report, but also because the assignment is as much about forward-looking stock-taking as it is about understanding how the past investments worked.

Frameworks to assess results areas

During the initial desk review, the evaluation team identified a number of useful frameworks that will support the assessment of results areas, and in turn generate data and evidence for the lead evaluation questions. For more details on these frameworks, see [Annex 7](#).²⁴ The frameworks will be applied to the extent as they are meaningful to respond to the evaluation questions; at this point it is anticipated that several of them will be used to triangulate the results.

²¹ See for instance the guidance on theory-based approaches provided by the Treasury Board of Canada Secretariat ([here](#)) or the Better Evaluation knowledge platform ([here](#)).

²² Outcome harvesting can follow a strict and formalised work process, usually structured in six steps. This can be a time-consuming exercise and could easily be a stand-alone project on its own. Instead of following the methodology in its entirety, we believe it makes sense to apply the core idea of it, which is to identify, together with the stakeholders, positive and negative outcomes, especially those which may be unintended.

²³ For instance, the evaluation will not be developing a series of mini-theories for each context as some of the contribution analysis literature suggests; instead it will explore factors influencing the effect of the investments more openly.

²⁴ We understand that a new Capacity Development Framework has been developed (Source: document OPP1172346_Progress Narrative_2021_final for review). We will explore whether this could also give guidance.

Table 3: Frameworks to assess results areas

Framework	Result 1 Strengthened capacity to deliver SBC	Result 2 Increased SBC Programming Quality	Result 3 More SBC innovative global public good	Result 4 Improved readiness of SBC to support Strategic Plan and Vision
Internal Results Framework of the Investment	Capacity development; Human resources	Enhancement of Community Engagement	Quality standards, SOPs, think-tank engagement, use of social science and anthropological expertise, surge capacity, innovative platforms	
SBC Institutional Blocks (Global SBC ToC)	Policy, governance, partnership; Resources & ME; Capacity development		Adoption of SBC standards; Evidence generation	
C4D Quality Benchmark (UNICEF Strategic Plan results framework)	Coordination; Budgeting; Capacity Development	Community Engagement	Evidence generation & Use	
Country Office SBC Operational Analysis 2020/21	Resources	Results articulation		
Readiness Assessment Framework				Technical capacity, Resources, Approach, Partnership, Positioning

Detailed methodology

In the following section, we describe in detail each of our proposed methodological approaches. For each methodology, we describe the purpose of the approach, the detailed process we will follow, the input that will be required by UNICEF, and the final product that the analysis will produce.

Document review

Purpose: To collect and analyse available information to respond to evaluation questions, and to prepare other steps, especially the online survey and interviews.

Process: The evaluation team has already reviewed a range of documents related to UNICEF's Strategic Plans, the BMGF grant, and C4/SBC more broadly (see list in [Annex 2](#)). We plan to extend the document review to cover key documents related to the four result areas, and the investment itself (see evaluation ToC). This would include (but is not limited to):

- **Concept:** Preceding debates and frameworks on C4D/SBC evaluation. For example, key documents and internal communications, e.g., on the transition from C4D to SBC.
- **Portfolio:** Documents related to UNICEF's C4D/SBC portfolio (if available)
- **Investment:** Documents related to UNICEF's own investment into SBC
- **Capacity:** External capacity assessments and/or SBC landscape analyses from Country or Regional Offices
- **Public goods:** Documents related to specific SBC global public goods and training and capacity building programs
- **Programming quality:** Documents related to specific SBC interventions (to be selected together with the UNICEF team for case studies)

We will review these documents and will study them in further detail, especially the BMGF progress narratives against the evaluation questions to extract available evidence.

A specific module of the document review is the screening of UNICEF programming / design documents, as well as UNICEF evaluation reports / completion notes to see how SBC is documented and discussed, and whether there are noticeable shifts in that documentation and discussion. For instance, we will explore whether there are shifts to the space dedicated to C4D / SBC in these documents, in the scope of evidence presented (in design documents) or the observations made (in evaluation reports). This assessment has an exploratory character since we will have to first assess what type of documents we can use, what elements we can capture and how, and how resource-intensive this process is. Depending on what we find, we might explore a small number of documents manually, or we might be able to process large numbers of documents using machine learning. The Evaluation Office has already run some analysis in this regard, including with machine learning techniques, and the evaluation team will build on that analysis, to avoid duplication.

We will code documents to identify references to C4D/SBC activities, outputs, and outcomes regardless of whether these are specifically referred to as C4D/SBC. To the extent possible and meaningful (also dependent on the number of documents screened) observations on cross-sectoral differences are included.

Product: Narrative descriptions that complement and triangulate information collected from other sources, documented in the main report.

Input/support required: Provision of aforementioned documents, provision of notes on document review techniques used internally (potentially with the results of these assessments), identification of other potentially relevant documents beyond the ones mentioned above.

Data review

Purpose: To analyse the progress towards expected results from the investments, where and how C4D/SBC is currently applied, how resources are allocated, and how capacity is (self-) assessed.

Process: The evaluation team has already been provided with M&E data on progress on outputs and outcomes of the BMGF grant (July 2017 – June 2021), and BMGF budget information (July 2017 – June 2020).

For additional analysis, we plan to include these datasets:

- C4D / SBC core indicators, including those used to track progress for the implementation of the Strategic Plans 2018-2021 and 2022-2025, differentiated for CO / RO / thematic areas to the extent possible and meaningful
- Data from the Country Office SBC Operational Analysis conducted in 2020 - 2021 (led by ESARO for the SBC Operational Programme Guidance and completed for each country office)
- Usage / download data on published guidelines / other key documents. Note: this might also include data on citations of key document, and/or participation data in courses or other capacity building activities, if possible / meaningful for the evaluation.
- Data describing the portfolio and resource allocation (e.g., C4D/SBC budget, absolute and as percentage of programme or office budget).

In some cases, the evaluation team might be able to assess the data directly based on a full data excerpt. In other cases, it might be more efficient if we formulate specific data requests to UNICEFs data specialists to obtain the information needed.

The specific data analysis will depend upon the data available. However, illustrative analysis may include describing trends over time related to key outcomes such as: human resources and financial resources allocated, internal and external capacity related to SBC knowledge and skills, and presence and quality of C4D/SBC programming. We will also compare trends across different contexts to explore whether contextual factors mediate any potential shifts. We will be mindful of data ruptures (due to changing definitions, for instance), and the influence of other important factors, including the COVID-19 pandemic.

Product: The results of the analysis will be displayed graphically, and will be differentiated (e.g., by regional office, country, or sector) whenever possible and insightful.

Input/support required: Provision of above-mentioned data (either aggregated in tables or full data set), support in understanding and making sense of the data, identification of other potentially interesting documents beyond the data mentioned above (if meaningful / applicable).

Interviews and discussions

Purpose: Interviews and focus group discussions (FGDs) are key sources to respond to the evaluation questions. These activities give stakeholders the opportunity to share their views and ideas for optimization. Interviews and FGDs will serve both to provide context on the contribution of the BMGF investment to achieved results as well as to capture recommendations on strengthening SBC, thus generating ownership of the evaluation results and forthcoming recommendations.

Process: In total, we plan to carry out a minimum of 80 interviews, both individually and in groups, using a semi-structured format (Note: about half of these interviews are carried out as part of the case studies). This number is an estimate based on the minimum number of institutional stakeholders with in-depth knowledge of the project and on available resources for evaluation.

Interviewees may include:

- UNICEF staff working in SBC / SBC programming at global/HQ, regional, and country level including: the SBC team working at the global level, SBC Regional Advisors, SBC leads and focal points at country level
- UNICEF technical staff collaborating with the SBC specialists, including: section chiefs (across a range of sectors), representatives and deputy representatives, and programme staff across a range of sectors
- UNICEF senior management, including the Office of the Executive Director²⁵
- SBC Global Think Tank members²⁶
- Representatives from the Bill and Melinda Gates Foundation
- Country level partners for example, Ministries of Health, Education, and Social Policy, civil society organizations working in SBC, and other UNICEF implementing partners

Using purposeful sampling, the selection of key respondents will ensure that all main (institutional) stakeholder groups are represented in a balanced fashion, across different levels, geographical areas, sectors and the cross-cutting SBC function.²⁷ The evaluation team will seek to ensure that SBC specialists are selected to represent a range of differing SBC capacities within countries and regions.

Interviews and discussions will be conducted face-to-face in countries where there are team members from Common Thread and orange & teal present, or online - either by Zoom/Microsoft Teams or by WhatsApp/phone call in the case of limited data connectivity.

The interview guides and the topics that they will cover will be primarily informed by the evaluation ToC and the evaluation matrix. In determining the contents of the interviews, we will further consider the availability of other information sources (documents, data, surveys), learnings from the first rounds of interviews, and the extent to which information needs are satisfied by these sources. If we have collected sufficient information to draw conclusions on selected issues, we will refocus the interviews on the remaining questions. Interview guides will thus be developed in an iterative fashion.

In order to have sufficient depth to the interviews, we will mostly work with four or five lead interview questions. These questions will be tailored to consider the context, the respondents, and their engagement with SBC. Probes are used where needed / beneficial, for instance to clarify or deepen the understanding of the responses given. In addition, each interview will also contain a section about learning, good practices, identified limitations and recommendations.

We will code interviews to identify key themes related to our outcomes such as: capacity and integration, programming quality, development of public goods, key challenges, and readiness. We will again explore how themes vary across contexts.

Product: Insights and Learnings from the interviews will be documented in the main report, in aggregated and anonymized form, with occasional quotes. The evaluation report will contain an annex with a list of interviewees.

Input/support required: Contact details of interviewees; and their participation in meetings.

²⁵ Conversations with senior management may allow to better understand the prioritization and positioning of SBC in the organization at large.

²⁶ The SBC Global Think Tank was established as part of the BMGF investment and includes both UNICEF staff and external stakeholders.

²⁷ The purpose of the interviews is to understand the dynamics in their nuances. (Statistical) representativeness is not possible, given the number of interviewees. The survey complements this by including many voices across the whole organization.

Case studies

Purpose: The case studies provide opportunity to study the changes in capacity, programming quality, and (application) of public goods in more detail.

Process: We propose to engage with four country offices where capacity has been noticeably strengthened in the period 2018 to 2022, and four country offices where capacity has not increased. Apart from the geographical distribution, the selection of offices should also take into account:

- Different levels of capacity (incl. resource availability)
- Many (ideally: all) thematic sectors
- Representing many (ideally: all) SBC approaches
- Representing both humanitarian and development contexts; representing different income levels.
- Changes in capacity documented early on (for the first group of offices which have increased their capacity), in order to reflect on changes in the mid- to longer term
- Availability of (selected) country office staff to engage in the evaluation process (this covers availability in terms of time, but also willingness for a frank exchange on achievements and challenges; the offices or their programmes should not be involved in a recent or current evaluation, or at least not in a way that will make data gathering difficult (“evaluation fatigue”).

The selection of offices will be based on the data available (specifically from the C4D quality benchmark and Country Operational Model data) and suggestions by the regional offices. The sample will not be representative of all country offices: First, the number is too small to produce a representative sample in the statistical sense. Second, we focus on those offices with significant and little progress. There are many offices situated in between, yet we believe that this selection will lead to most learnings. The interviews outside the case study as well as the survey will be our instrument to capture more representative voices across the whole organization.

We will produce a short additional concept for the case studies once we were able to select the offices and have talked to a representative of the country office to find out what elements of change can be explored in the selected offices. The case studies will include the review of selected documents and data from the office, and, most importantly, interviews. Interviews will be undertaken on-site and or remote (on-site visits will be considered when meaningful and appropriate. We expect to conduct at least five interviews (across both the SBC function as well as non-SBC programme staff) per case study, with UNICEF staff working at the offices as well as partners implementing programmes.²⁸

Case studies may include a descriptive report of capacity and integration, SBC programming quality and gaps, public goods produced, and readiness to support the strategic plan. Based on interview findings, we will describe how outcomes have shifted over the timeframe of the evaluation and report multiple perspectives on the potential contribution of the investment to these shifts.

Product: For each of the case studies, a short (2 to 4 pages resp. 1,000 to 2,000 words) summary will be written. The structure will be explored further as part of the case study concept.

Input/support required: Support to select country case studies (HQ, regional offices), providing documents and data, taking part in interviews, logistical and administrative support to interview partners.

²⁸ The case studies would, in principle, also be a good instrument to include the voice of those who are ultimately supposed to benefit from SBC programming, including women and parents. While we strongly believe in hearing these voices, we also think that this evaluation needs to focus on stakeholders who have experienced the change in SBC capacity, programming quality, and public goods. This will not be possible for (most) beneficiaries. The evaluation (interviews, survey, case studies) will therefore focus on institutional stakeholders only, i.e., UNICEF and its (implementing) partners.

Online survey

Purpose: Our objective is to reach out and give voice to a larger stakeholder group, including those in implementation contexts, and to collect structured data for robust and valid findings. The survey is an important tool to ensure representativeness and independence, as it does not rely on a pre-selection, and ensures (additional) anonymity for stakeholders who have critical observations. Like the interviews, the survey is used to collect information for all evaluation questions as well as ideas for optimization.

Process: The evaluation team will develop a survey concept at the middle or towards the end of the data collection phase. The other work steps (document and data review, interviews, potentially case studies) will inform how to focus and sharpen the questions and help to frame the questions in terminology commonly used. The survey will likely be rolled-out in April or May 2023.

All four results areas will be covered with at least one question with specific topics covered in more detail. Once programmed, the survey will be tested, and if necessary, amended.

Key respondent groups will reflect those covered in the interviews, but will also include partners, whether global partners, country-level partners such as Ministries of Health and other local institutions (e.g., CSOs, NGOs, universities) that have/are working with SBC programmes and projects.²⁹

As not all survey questions will be applicable to all groups of key responders, we will use filters in the online survey tool to make sure that respondents are presented only with relevant questions.

Envisaged features of the online survey are:

- Survey Platform: *Findmind.ch* or *MS Teams*
- Language: English, French, and Spanish³⁰
- Access: email that contains a non-personalized survey link
- Duration: 2-week survey duration, 1-week extension following a reminder email³¹

Limiting the survey to a reasonable length; sending survey invitations through the UNICEF Evaluation Office (and possibly flanked by a communication from the SBC team); sending reminders; and formulating tangible questions are the envisaged measures to minimize the risk of a limited survey response.

Responses will be assessed quantitatively (closed questions) and qualitatively (open questions). Whenever meaningful, results are differentiated by stakeholder group, and in selected instances also by regional office, or sector.

Product: The results of the survey will be displayed graphically, with additional summaries of the responses to open questions. They will be documented in the main report, in aggregated and anonymized form.

Input/support required: Support in providing suggestions of stakeholders and their contact details for the survey, as well as participation in and feedback to a pre-test of the online survey.

²⁹ When developing the survey concept, it will be explored how broad the survey should be circulated. There are different elements to consider, e.g., giving voice to everyone versus efficiency of the data gathering (not from the evaluation team's resources point of view, but in terms of UNICEF staff time).

³⁰ Additional languages will be considered

³¹ We suggest determining whether an additional extension is needed (in all or selected countries / thematic areas), depending on the response rate that is achieved.

Validation workshop

Purpose: The purpose is to present, discuss and validate our preliminary findings, conclusions and recommendations with key stakeholders. It will also be an opportunity to clarify open questions and issues for which there are information gaps.

Process: We will co-facilitate a virtual workshop (about two hours), preparing a slide-set in English. The workshop will be done remotely, with the following preliminary agenda:

- Presentation of the key findings and conclusions of the evaluation
- Discussion of the findings and conclusions
- Presentation of the recommendations
- Discussion of the recommendations
- Optional co-creation of recommendations
- Next steps towards finalization of the evaluation

Participants could be invited to ideate upon and formulate their own recommendations based on the findings and conclusions, to emphasize the co-creation element of the workshop. Whether that is possible will depend on the time participants can realistically contribute and the size of the group (e.g., whether it will be the Evaluation Reference Group, or with additional stakeholders). Potentially, it might be beneficial to organize two sessions – one to discuss the findings, one to develop the recommendations. The audience and format of the workshop will be further discussed at a later stage, e.g., one to two months before the workshop, when the first data gathering activities have been completed.

Product: Slide-set prepared for the validation workshop.

Input/support required: Sending out invitations, facilitation of the workshop

Analysis and reporting

Purpose: Synthesize and document the findings and conclusions of the evaluation, as well as the recommendations.

Process: Analytical steps are taken throughout the evaluation process, to see what information is still required and where sufficient information has been collected to respond to the evaluation questions. Following the validation workshop, we conclude the analysis and draft our report.

The final analysis and interpretation will take into account information gathered from all sources. The sources are compared with each other (triangulation). The process is as follows: First, information is synthesized by source: for instance, based on the individual memos from the interview with key respondents, a summary will be written for each of the four results areas. These write-ups will contain both summary statements by the evaluation team, as well as individual quotes which exemplify what has been said. A similar summary will be generated for the survey. For the document and data review, qualitative and quantitative assessments are produced, either as narration (qualitative observations), tables or graphs. Once these summaries and assessments are developed, they are compared with each other. Similarities and differences are noted down. The triangulation of sources is made evident in the evaluation report by clearly identifying sources when discussing findings, and explicitly highlighting similarities and differences.

Following review by the evaluation's Management Team, the Reference Group (and potentially other relevant stakeholders) will be invited to review and provide comments to the report. The report will

then be revised, and structured and transparent feedback provided on how the consolidated comments have been reflected in the final version.

The evaluation report is expected to fulfill the requirements of UNICEF-Adapted UNEG Evaluation Reports Standards. Following these requirements, the report will include the following elements:

- Executive Summary
- Evaluation Purpose, Objective(s) And Scope
- Evaluation Methodology
- Findings
- Conclusions and lessons learned
- Recommendations

Given that the evaluation topic readiness is likely closely related to findings on capacity, programming quality, and public goods, the discussion of this topic might be combined with the conclusions chapter.

The report will contain additional information in the annexes, including:

- List of persons interviewed and sites visited
- List of documents consulted
- Data collection instruments

Product: Draft and final evaluation report, as well as a feedback matrix.

Input/support required: Providing feedback to the report; consolidation of feedback in a single document to avoid contradicting feedback.

Evaluation work plan

Timeline and deliverables

The evaluation was launched in early January 2023, when the evaluation team was contracted. A timeline of seven months is envisaged for the evaluation, with completion planned for early in the third quarter of 2023. The evaluation process will be divided into the following phases:

- **Inception phase:** The goal of the inception phase will be to set the boundaries of the evaluation, develop a clear Theory of Change through which to ground the evaluation, and refine the methodology through initial consultations with key stakeholders and a rapid review of existing data and documents. This inception report presents the findings of the inception phase and the suggested approach for the evaluation.
- **Data collection and analysis phase:** Data will be collected through a range of complementary approaches including document review, interviews, focus group discussions, surveys, analysis of programme documents, and case studies. Following the analysis and synthesis, a presentation of emerging findings for key stakeholders will be held, as well as a validation workshop.
- **Report drafting and dissemination phase:** The final report will be produced, and we will hold a co-creation workshop with key stakeholders to discuss and ideate on recommendations arising from evaluation learnings. This workshop will also serve to amplify learning and make the evaluation process more collaborative and meaningful. Apart from the report, a presentation and an evaluation brief will be submitted to communicate the evaluation findings and recommendations in a highly actionable and digestible format.

The timeline for all activities and deliverables is outlined in Table 4 below. Timelines are contingent upon timely receipt of requested documents and data as well as the availability of stakeholders to participate in data collection and validation activities.

Table 4: Deliverables and Due Dates

Phase	Activity / Deliverable	Responsible Party	Due Date (tentative)
<i>Phase I: Inception</i>	Kick Off Meeting	Management Team, Evaluation Team	Completed
	Desk Review to support the finalization of the Eval Matrix	Evaluation Team	Completed
	Inception Report Drafted, including the refined Evaluation Matrix including finalized evaluation questions and methodology	Evaluation Team	Completed
	Initial Management Team feedback due on the Inception Report	Management Team	Completed
	Evaluation Team update the Inception Report in line with the Management Team’s feedback, ready for sharing with the Reference Group	Evaluation Team	Completed
	Inception meeting with the Reference Group held	Management Team, Evaluation Team, Reference Group	Completed
	Feedback on the inception report due from Reference Group	Management Team, Reference Group	March 31, 2023
	Inception Report finalized by Evaluation team	Evaluation Team	April 7, 2023
<i>Phase II: Data Collection and Analysis</i>	Data collection tools built out further from the inception report, for iteration based upon findings + audience	Evaluation Team	April 7, 2023
	Data collected through various methods	Evaluation Team	May 12, 2023
	Data analysis completed	Evaluation Team	May 26, 2023
	Draft presentation on preliminary findings	Evaluation Team	June 2, 2023
	Validation/ co-creation workshop held	Evaluation Team	June 9, 2023

Phase	Activity / Deliverable	Responsible Party	Due Date (tentative)
<i>Phase III: Reporting and Dissemination</i>	First Draft Evaluation Report submitted for Management Team feedback	Evaluation Team	June 23, 2023
	Feedback due from Management Team	Management Team	July 14, 2023
	Second Draft Evaluation Report submitted for Management Team feedback	Evaluation Team	July 21, 2023
	Feedback due from Reference Group and other key stakeholders	Management Team, Reference Group	August 4, 2023
	Final Designed Evaluation Report submitted	Evaluation Team	August 25, 2023
	Final Presentation on Evaluation Findings Submitted	Evaluation Team	August 25, 2023
	Evaluation Brief Submitted	Evaluation Team	August 25, 2023

Evaluation team

The Evaluation team is made up of experts from [Common Thread](#) and [orange & teal](#), combining deep knowledge of SBC with international evaluation expertise. The roles of each member of the team are described below. If the project timeline gets delayed, this may have an impact on the team, and they may need to draw on additional expertise to meet the evaluation’s needs.

Table 5: Team member roles and biographies

Person and role	Bio
Michael Morlok, Evaluation Lead	<p>Over the past 20 years, Michael managed or contributed to more than 100 evaluations and research projects, applying a broad spectrum of qualitative and quantitative methods. He advises on results culture, evaluation methodologies, and knowledge management related to evaluations. In projects for a range of bilateral development partners, as well as multilateral institutions such as DCED, ILO, IOM, ITC, UNDP, and the World Bank, Michael has worked on everything from “bread and butter” project and programme evaluations to large programme and cluster evaluations, evaluations of thematic approaches, evaluation of organization-wide strategies, and meta-evaluations. For his research on measuring the impact of employment and skills programmes, he received the Annual Award of the Swiss Evaluation Society.</p> <p>Michael has a PhD in Labour Economics and a master’s degree in Political Science (University of Zurich). He is based in Danang, Vietnam.</p>
Lydia Trupe, Behavioural Science Lead	<p>An epidemiologist by training and behavioural designer by nature, she has spent most of her career designing and evaluating health programmes in sub-Saharan Africa. She has worked for ideas42, designing reproductive health programming in</p>

	<p>Senegal, studying intimate partner violence prevention strategies in India, and understanding how to build empathy between health providers and their clients in Zambia. In addition to leading our behavioural science team, Lydia is also an honorary lecturer at the University of Zambia School of Public Health, where she teaches both Applied Behavioural Science and Human Centred Design for Health Promotion.</p> <p>Lydia holds a BA in Political Science and Public Health from George Washington University and a MPH from the University of Cape Town, specializing in Epidemiology and Biostatistics. She is based in Lusaka, Zambia.</p>
<p>Felicity Pocklington, Project Manager</p>	<p>Felicity has a background in public health, health systems strengthening, and community engagement. She oversees research and accounts at Common Thread, and brings a people-centred approach to both. Before joining Common Thread, Felicity worked for Cambridge Economic Policy Associates (where she led and supported several global and national level evaluations - wide-ranging in both technical and geographic scope), the WHO in Geneva and the Philippines, UNICEF in South Asia (Bangladesh, Nepal and Sri Lanka), and for national and sub-national governments, and donors.</p> <p>Felicity has lived and worked in South Africa, the Philippines, the UK, Switzerland, Bangladesh, China, Colombia, Ghana, and many more countries. She holds a Post-graduate Degree in Public Health from the University of York and a bachelor's degree in Anthropology and Development Studies from the University of Sussex. Felicity is based in the UK.</p>
<p>Frances Richardson, Behavioural Scientist</p>	<p>Having spent the latter half of her career working in behavioural science, Frances has helped NGOs, charities, and private & public sector clients solve tough policy challenges. Whilst her specialism is organizational behaviour, she has applied behavioural science to a range of policy areas, including home affairs, environmental protection, social care, education and health. In the former half of her career, she was a social worker, using strengths-based approaches to help people desist from crime.</p> <p>Frances holds a MSc in Organizational Psychology (University of London), a Master of Social Work (Flinders University) and a Bachelor of Psychological Science (University of Adelaide). She is based in Geneva, Switzerland.</p>
<p>Helena Bakic, Evaluator</p>	<p>Helena is a researcher and consultant whose work focuses on the intersection of human behaviour, data, and public policy. During Europe's refugee emergency, she advised local, national and EU authorities on resettlement, reception, and integration policies. Helena has worked on developing social resilience to crisis and emergencies such as the COVID-19 pandemic and natural disasters. She is passionate about making data and scientific analysis accessible to the public. Her work was recognized by the Republic of Croatia's popularization of science award.</p> <p>Helena has a PhD in Psychology and is working towards a Master of Data Science. She is based in Berlin, Germany.</p>
<p>Ha-My Nguyen, Evaluator</p>	<p>Ha-My has managed various initiatives and platforms to empower young talented women, and nurture female entrepreneurship in France and globally. She contributed to the Women's Forum Calls to Action, addressing the G7 and G20 leaders, recommending strategic policies to accelerate gender equality. At orange & teal, she has worked on a large range of evaluations and advisory services for bilateral and multilateral donors, including ILO, IOM and ITC.</p> <p>Ha-My obtained a BSc in Finance and Economics at University of Canterbury (New Zealand) and an MA in International Development at Sciences Po Paris. Ha-My is based in Paris.</p>

Data protection and confidentiality

The evaluation will be collecting feedback and data from a wide range of stakeholders, including personal data (such as names, email addresses, gender) that need to be managed in a way that ensures their privacy and confidentiality. The evaluation will employ a thorough approach to data privacy and protection, which will include to ask for explicit consent in interviews and surveys, to offer opt-out options, to set a maximum duration for storing personal data, and to have a contact person should stakeholders have questions regarding their personal data and protection thereof. Documents and data provided will be handled confidential and used for the purpose of the evaluation only.

Quality assurance and risk management

This evaluation uses a layered system of quality assurance and oversight. The key elements include:

- The Management Team, including representatives of the SBC function, will steer the process and review and clear deliverables produced by the Evaluation Team. This inception report is the ‘North Star’ by which all key stakeholders are aware of expectations. The final report will also be quality assessed using UNICEF’s Global Evaluation Reports Oversight System (GEROS).
- The Evaluation Team will regularly check in with the Management Team when iteration or a change of direction is warranted and will do so using a variety of communication modalities. The Evaluation Team will also rely on a team of internal advisors regularly called upon to provide guidance, support and technical advice.
- The Reference Group acts as the main advisory body for the evaluation and provides commentary and feedback at key points in the process.
- Quality control protocols and processes established by the UNICEF Evaluation Office will be followed to ensure quality assurance and close management through all stages of the exercise (some of which include elements listed above).

To help mitigate any risks to the evaluation process and outcomes, Table 6 below outlines various identified risks and foreseen mitigation strategies.

Table 6: Risks and mitigation strategies

Identified risk	Mitigation Strategy
The investments originally focused on C4D or C4D / Community Engagement (CE), while there is now a focus on SBC. It may be difficult for stakeholders, including those within UNICEF, to clearly distinguish between the concepts of C4D, CE, and SBC.	The evaluation aims to clarify the conceptual differences and capture them in a small description or visualization (e.g., based on the definitions provided by www.sbcguidance.org , see Annex 7) which can be shared with stakeholders if beneficial. When appropriate, combined terms (e.g., “C4D/SBC”) will be used to signal to stakeholders that the (survey / interview) question integrates elements of both.
SBC programmes are numerous, implemented in different contexts, covering diverse themes, stakeholders, activities, and instruments. Given the complexity it will not be possible to discuss the realities of all global and country level activities in detail	The focus of the evaluation lies in taking interest and a deeper perspective on specific topics/issues through case studies.

<p>To date, there is no single agreed upon definition of “SBC programming quality.” Furthermore, there are limited rigorous impact evaluations of programming which provide causal evidence of programming on intended outcomes.</p>	<p>Therefore, we will work with UNICEF to co-define the parameters of programming quality under Result 3.</p>
<p>Several of our team members will be engaged in collecting, interpreting, and synthesizing information from interviews with a range of project stakeholders. This poses the risk that the team members apply different interview approaches / styles, which can undermine the comparability of the information collected.</p>	<p>We take several measures to enhance “inter-coder-reliability”, including providing briefing packages summarizing key elements of SBC; interview guides with instructions; attending interviews and feedback observations to all team members; and organizing a team internal ‘check-in’ before synthesizing the findings.</p>
<p>Many stakeholders are involved in different SBC elements, and most will not know SBC approaches and strategies in their entirety.</p>	<p>In preparation / at the beginning of interviews, we identify how stakeholders are / were involved, in order to find the right focus of the conversation. We strive for keeping the conversations as “tangible” as possible. Similarly, the survey includes questions to identify what levels, activities stakeholders are involved in and will use this information to filter follow-up questions.</p>
<p>Some of the interviews will be conducted online and possibly affected by poor internet connectivity, limiting the time available to cover and delve into evaluation questions, to assure fact-checking and validation. Time for data gathering is limited due to the schedule.</p>	<p>Invitation to submit feedback or fill in the questionnaires also in writing or in the survey if call quality fails; quick deployment of interviews as soon as the inception report is approved.</p>
<p>Given the breadth of UNICEF’s presence, we will not meet a representative sample of offices</p>	<p>The survey is our primary tool to ensure representativeness. In the interviews and the case studies, we strive for balanced sampling.</p>
<p>Conducting in-person research will result in consequences such as increased project costs and environmental damage (e.g., emissions from planes)</p>	<p>Team members from Common Thread and orange & teal are uniquely spread across the globe, which allows to conduct in-person research in many UNICEF country locations without significant additional cost or environmental impact (by limiting or avoiding air travel).</p>
<p>Low survey response rates will limit the data’s usefulness</p>	<p>The survey content will be discussed with key stakeholders, focusing on questions that are essential for the evaluation. We will also pre-test survey language to ensure reduced respondent burden, thus minimizing the risk of a low response rate and increasing scope and quality of the survey results.</p>
<p>Lack of consensus amongst UNICEF stakeholders on questions related to the evaluation</p>	<p>If this does occur, the Management Team of the evaluation will take responsibility for required decision-making, in particular to prevent the evaluation timeline from being pushed back,.</p>

Annexes

Annex 1: Terms of Reference

View Terms of Reference [here](#).

Annex 2: Documents Reviewed

- Communication for Development (C4D) Global Theory of Change. 2018.
- Communication for Development (C4D). Supplement to the Global Annual Results Reports 2018
- Communication for Development Strategic Framework 2018-2021. UNICEF Office for South Asia. 2018.
- Guidance for Regional Office BMGF Investment Roll-Out. 2018.
- Minimum Quality Standards and Indicators for Community Engagement
- Operational Guidance- SBC Corporate Results Planning, Monitoring & Reporting. 2022.
- 2018 Progress Narrative prepared for BMGF. 2018.
- 2019 Progress Narrative prepared for BMGF. 2019.
- 2020 Progress Narrative prepared for BMGF. 2020.
- 2021 Progress Narrative prepared for BMGF. 2021.
- Terms of Reference for Request for Proposal for Services UNICEF. Evaluation Office Evaluation of UNICEF's Investment towards Institutional Strengthening for Social and Behaviour Change, 2022.
- UNICEF Strategic Plan 2022–2025. Renewed ambition towards 2030. 2022.

Annex 3: Data Collection Tools

The data collections tools are being developed separately.

Annex 4: People to be interviewed

The list of interviewees is being developed separately.

Annex 5: Probes

The table below contains 48 probes to support and elaborate the lead evaluation questions. Numbered probes are those contained in the evaluation ToR. Unnumbered probes have been added.

Main evaluation questions and probes	
1. How have C4D/SBC capacity and integration evolved? What contributed to this change? How can capacity and integration be further strengthened?	
<i>Changes triggered by the investment</i>	<ul style="list-style-type: none"> • 3: What have been the main achievements or contributions of recent investments and efforts to strengthen SBC programming? • 3.4: Have there been other intended or unintended effects related to or caused by recent investments and efforts to strengthen SBC programming? Have there been any linkages or synergies with other investments and efforts? • How do these changes differ pending on context (UNICEF internal / external)? • Is the level of investment that has been made at global level sufficient? What else is needed?
<i>Capacity (internal and external)</i>	<ul style="list-style-type: none"> • 3.3: To what extent has strengthening SBC contributed to UNICEF's overall SBC institutional capacity at the global, regional, and country levels? • To what extent have UNICEF staff at different levels been capacitated (technical, management and leadership) to effectively integrate and implement SBC programming? What have been the enablers / barriers to this? • To what extent have key government and CSO partners been capacitated to implement SBC components? • To what extent has a network of SBC experts (rosters and LTAs) been established to support UNICEF offices? How effective has it been used? • What support mechanism is in place, and what is the satisfaction of those receiving support?
<i>Resources</i>	<ul style="list-style-type: none"> • 4.3: To what extent can SBC programming effectively and efficiently utilize the existing capacity and resources? • To what extent can HQ utilize the resources (incl. recent investment) to strengthen SBC across organization (development of public goods, capacity development, partnerships, etc.)? What are the enablers / barriers? • To what extent can ROs efficiently utilize the existing human and financial resources to provide support (technical input, coordination, capacity development, etc.) for COs within the region? What are the enablers / barriers? • To what extent can COs efficiently utilize the existing human and financial resources for SBC programming (design, implementation, monitoring and evaluation)? (4.3) What are the enablers / barriers?
<i>Governance and partnership</i>	<ul style="list-style-type: none"> • Is there a clear vision, strategic framework and leadership supporting the shift from C4D to SBC? To what extent has the transition effort been sufficient and adequate to achieve organizational consensus? How well does UNICEF at different levels respond to this shift?

- To what extent are there clear governance and coordination structures (planning, funding, staffing) for SBC across UNICEF and sectors? Is it fit for purpose?
- To what extent have internal and external partnerships been established to provide support / facilitate SBC programming? What have been the enablers / barriers to this?

Integration

- 4.2: To what extent is adequate integration of capacity and resources for SBC programming across the organization? (Understood as: To what extent are the current capacity and resources for SBC programming across the organization adequate to meet SBC demand and requirements?)
- 2.4: What are the main challenges that prevent SBC programming from being well-integrated and mainstreamed across structures, processes, and tools across organizational levels and themes?
- 2.3: What are good practices and lessons learned from the country and regional office and programmatic areas that have integrated SBC into office structures, plans, strategies, and resourcing? How could these good practices and lessons learned be scaled and duplicated in other contexts?

Monitoring, Evaluation, and Learning

- 5: To what extent does SBC programming have adequate data, M&E, and knowledge management systems to foster accountability and learning?
- 5.1: To what extent do SBC monitoring and data collection systems allow for and provide clear guidance for the collection of SMART data for monitoring indicators and reporting?
- 5.2: To what extent does SBC programming draw on existing evidence from studies, research and evaluation?
- 5.3: Is there a systematic approach to knowledge management to support SBC programming across all levels and thematic areas of the organization?
- 5.4: How can data, M&E and knowledge management systems be further improved to foster accountability and learning, enhance the implementation, and achieve SBC goals and objectives?

2. How has C4D/SBC programming quality evolved? What contributed to this change? How can quality be further strengthened?

Concept

- How is “programming quality” understood; how does the understanding differ within UNICEF?
- How can “programming quality” be measured?

Changes triggered by the investment

- Same set of probes as above can be applied here.

Relevance

- 1.2: How relevant is SBC planning and implementation for the contextual needs of countries, regions, and programmes?
- 5.1: To what extent is SBC programming guided by contextually relevant intervention logic models?

- 1.3: What are enabling and constraining factors that affect the relevance of SBC programming in UNICEF?
- To what extent is SBC provided timeline, including when supporting public health emergencies?

Effectiveness and Efficiency

- 2.2: How effective and efficient is the use of SBC programming in planning and implementation across the organization?
- To what extent does SBC programming contribute to the projects / programmes intended results? What can be done for improvement?
- To what extent does SBC programming contribute to projects / programmes intended efficiency? What can be done for improvement?

3. How has the development and implication of C4D/SBC public goods provided by UNICEF evolved? What contributed to this change? How can it be further strengthened?

Changes triggered by the investment

- Same set of probes as above can be applied here. (Note: list of public goods includes quality standards, SOPs, think-tank engagement, use of social science and anthropological expertise, surge capacity, innovative platforms. This is based on intermediate outcome 2.2, Results Framework)
- What processes of disseminating and socializing public goods have been used?

Implication of public goods

- To what extent have SBC guidance and quality standards contribute to creating a common understanding across organization? How have they been used? Has it contributed to changes in practice? Why / Why not? What can be done for improvement?
- In what ways has the public goods influenced the quality of SBC delivery and quality? What factors have supported or hindered this?
- 3.1: To what extent has strengthening SBC led to enhanced community engagement among country-level partners through developing global public goods?
- To what extent is use sustained?

4. What is UNICEF's readiness in terms of SBC to support the implementation of the Strategic Plan 2022-2025?

Readiness

- 1: To what extent is SBC-related planning and implementation relevant to achieve UNICEF's vision and objectives as defined in its Strategic Plan?
- 4: To what extent is SBC programming capable and well positioned in the organization to act as a change strategy to achieve UNICEF's vision and objectives as defined in its Strategic Plan? (Capacity and Positioning)
- 4.1: To what extent is the current use of SBC programming across the organization able to support the organization in achieving its vision and goals? (Approach)
- To what extent does UNICEF have resources to achieve its SBC vision and objectives? (Resources)
- To what extent do core organizational structure, policies and processes support SBC as change strategy across thematic areas to achieve its vision and goals? (Positioning)
- How is SBC being perceived as a change strategy, and how does this differ between sectors?

Annex 6: Frameworks to assess results areas

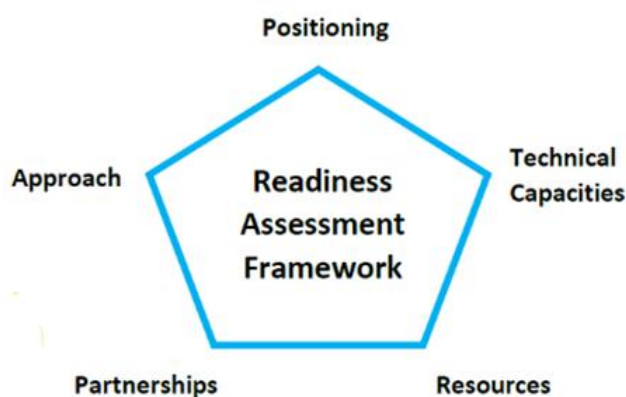
Capacity and integration

These are possible frameworks to assess capacity and integration:

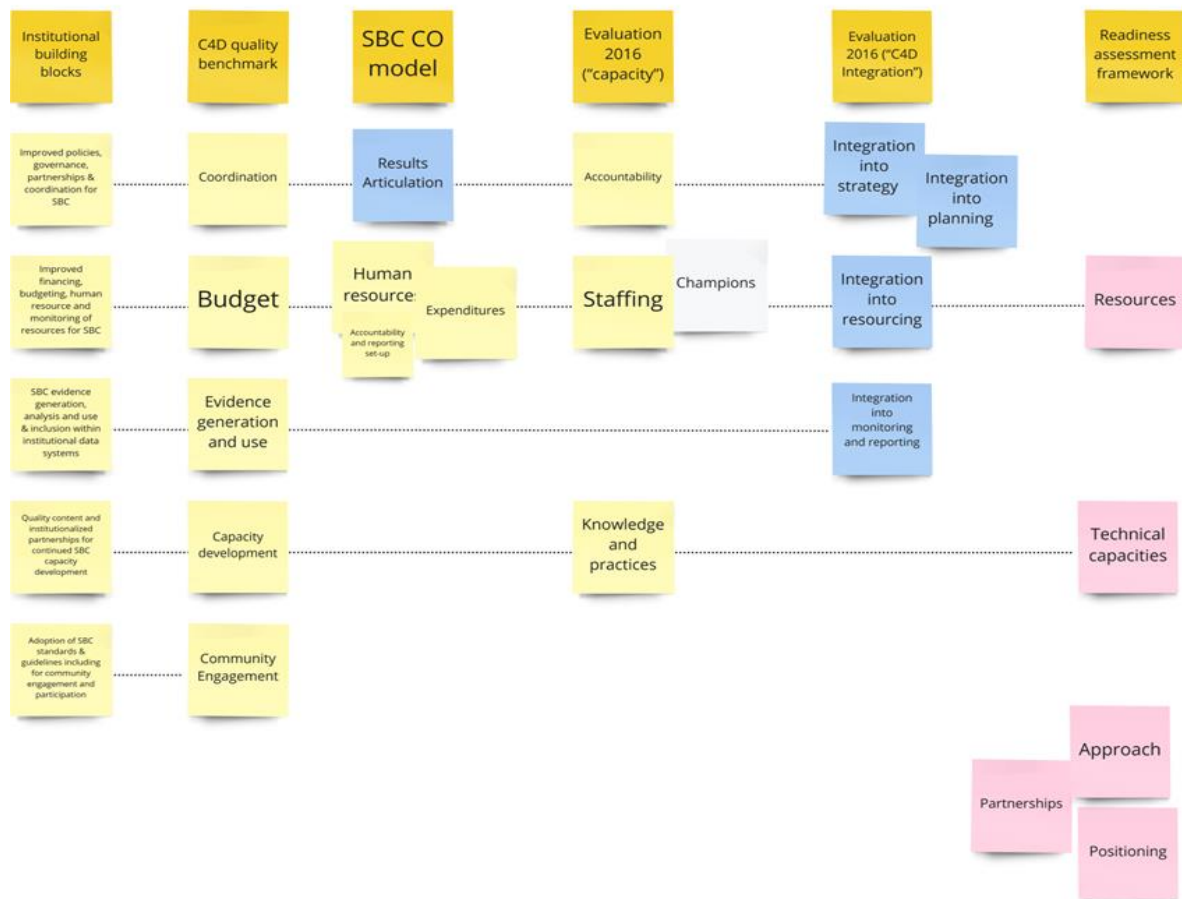
- **Internal results framework:** Outcome 2 refers broadly to “UNICEF’s overall institutional capacity in C4D/community engagement strengthened”. The intermediary outcomes are linked to (technical, management, leadership) competencies (3.1), the consultant roster and LTAs (3.2).
- **C4D quality benchmarks:** The SBC ToC contains 5 “institutional building blocks”, while the C4D ToC had 6 elements for “support strategies / enabling environment” – while similar in content, there are differences. The elements are reflected in the so-called C4D quality benchmark “to monitor the quality, scale and sustainability of C4D implementation” The benchmark is integrated in the UNICEF Strategic Plan results framework, both for the period 2018-2021 (indicator H1.d1) and 2022 – 2025 (indicator H2.1), with yearly target values. The C4D quality benchmarks cover 5 elements – each further operationalised with 4 indicators.
- **Country Operational Model:** An alternative view is provided by the CO Model used “to assess the environment that allows the SBC function to thrive.” It contains four elements, for which data was gathered through the review of country programme documents. In addition, a SBC Needs Score was calculated to capture the “contextual and programmatic demands faced by COs that could be addressed through SBC interventions”.
- **Evaluation report 2016:** the evaluation assessed elements as they were framed as objectives by UNICEF, covering both individual C4D capacities (knowledge and practices) and the wider organization environment (“senior champions of C4D who outline a vision and create space for investment in high quality C4D programming; strengthen overall staffing levels for C4D across the organization; and establish clear accountabilities at HQ, RO and CO levels on C4D.” The evaluation also explores integration (integration into strategy, planning, resourcing and monitoring and reporting).

Readiness

- Readiness is either assessed as an aggregate of the findings on capacity, programming quality, and public goods and / or through the “readiness assessment framework” (see below), which will also be further explored.



The figure below compares the frameworks (yellow: capacity, blue: integration, pink: readiness):



Quality of SBC programming

In general, it will be important to explore further how programming quality is understood and measured across the organization. One framework to look at quality are the DAC evaluation criteria. The focus will likely be on relevance, effectiveness and efficiency, as outlined in the evaluation ToR. Whether other DAC criteria can be covered, for instance in the document review, needs to be explored and also depends on resource availability.

SBC Public goods

Public goods are discussed in the results framework (see below).

Internal results framework: intermediate outcomes for outcomes 1 and 2, global public goods:

- 1.1 Evidence-based and high-quality technical standards for integrating and applying C4D/community engagement in program delivery developed.
- 1.2 Intra- and inter-agency agreement on developing and using Standard Operating Procedures (SOPs) to implement C4D/community engagement.
- 1.3 Cross-disciplinary think-tank on C4D/community engagement becomes a global reference to take stock of the field, promote the use of quality standards/SOPs, and advocate for greater visibility and investments among development and humanitarian partners.
- 1.4 Expanded global platform on social and anthropological data for rapid synthesis of data supports UNICEF and partners' response in development and humanitarian action.
- 1.5 Specialized pool of anthropologists and social researchers for surge deployment by the broader humanitarian community and timely and effective delivery of on-the-ground community engagement in large-scale emergencies and humanitarian situations identified, vetted and trained.
- 2.1 Digital platforms for innovative, real-time data collection and feedback (e.g., digital listening by tracking big data through Google, YouTube and Facebook; expansion of U-Report to seek out, listen to, and engage and work with adolescents and local communities) fully operational with SOPs in support of government and CSO partners in development and humanitarian action.
- 2.2 Application of global goods (quality standards, SOPs, think-tank engagement, use of social science and anthropological expertise, surge capacity, innovative platforms) assessed through technical review field visits by a team of global, regional and in-country experts and lessons learned identified for dissemination and broader uptake by country level partners beyond target countries.
- 2.3 Innovative and sustainable C4D/community engagement models identified and tested (North-South and South-South institutional/university partnerships; technology solutions; large NGO, CSO and CBO partners) to build the capacity of relevant teams in crucial line ministries in development and humanitarian situations in select country contexts (7 countries across middle and low in-come, fragile contexts).
- 2.4 Appropriate tools (e.g., country dashboard) developed for monitoring of integration and application of quality standards in C4D/community engagement at the country level.

Annex 7: Concepts

Concept	Definition
Social Behaviour Change (SBC)	Social and Behaviour Change is a set of approaches and strategies that promote positive and measurable changes towards the fulfilment of women and children’s rights. SBC works with communities, partners and authorities to understand and influence the cognitive, social and structural drivers of change. It relies on social and behavioural evidence as well as participatory approaches to co-design solutions to development.
Communication for Development (C4D)	C4D, also referred to as social and behaviour change communication (SBCC) by partners, is defined as “an evidence-based and participatory process that facilitates the engagement of children, families, communities, the public and decision makers for positive social and behavioural change in both development and humanitarian contexts through a mix of available communication platforms and tools.”
Community Engagement (CE)	CE seeks to strengthen the link between people and the systems, structures and services—both formal and informal—that have been designed to meet their needs. This means strengthening governance, quality of service delivery and systems, and improving accountability mechanisms. CE is often seen as a discrete intervention serving specific SBC outcomes such as changing awareness, knowledge, attitudes, perceptions and norms, as projects require. But it can also be used as a more explicit intervention to create lasting dialogue and collaboration mechanisms. In the latter, CE can be invaluable in designing programmes that cater to the needs of the people they aim to support and are therefore more likely to be implemented and create lasting behaviour change.
Risk Communication and Community Engagement (RCCE)	RCCE is a frequently used strategy, particularly within health programmes, but also occasionally within other sectors. RCCE focuses on informing and engaging the public on how to reduce their risk and better protect themselves. ³²

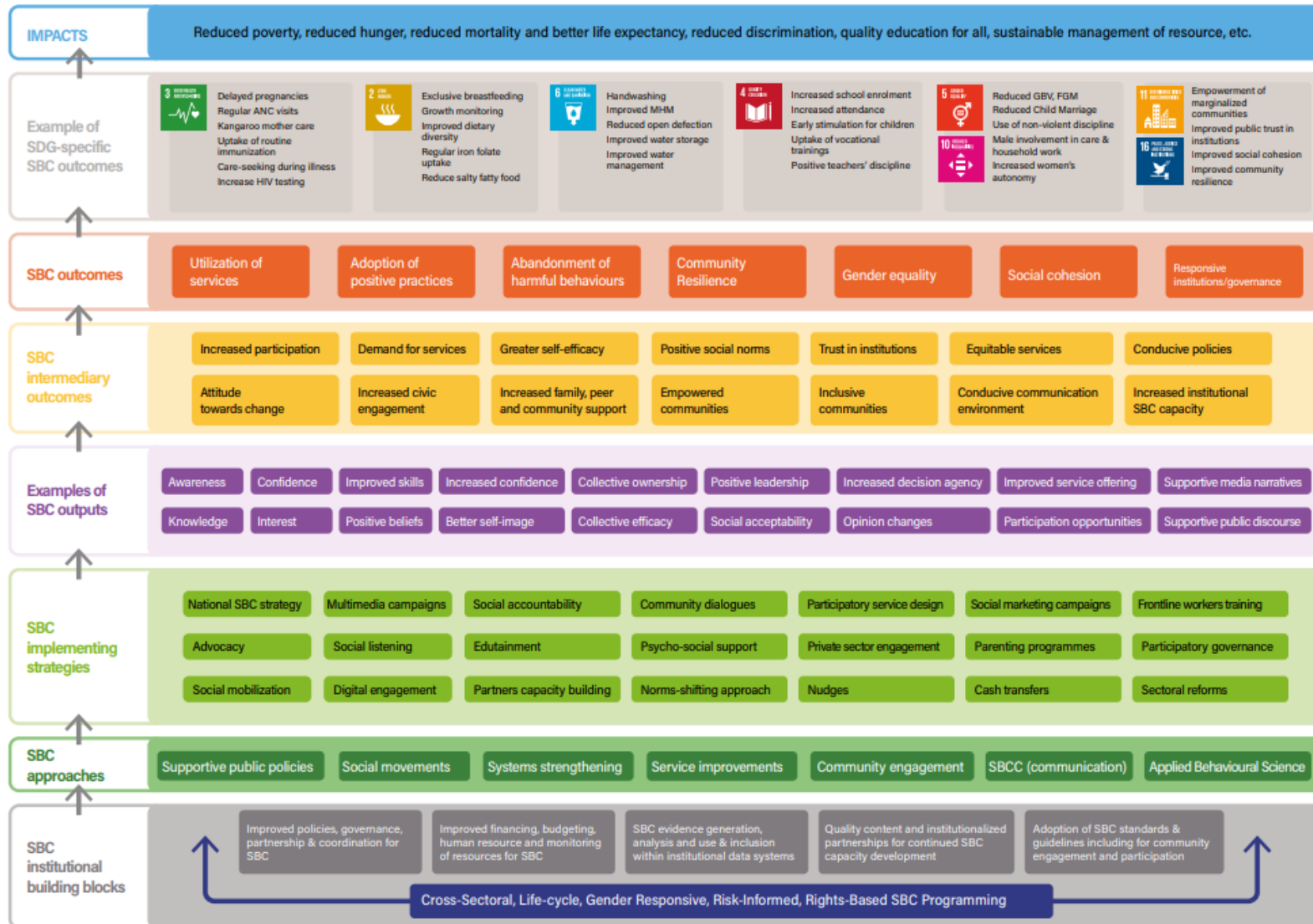
Source: <https://www.sbcguidance.org/explore> and C4D Global Annual Results Reports 2018

³² Johns Hopkins Center for Communication Programmes (website, undated). [Risk Communication and Community Engagement](#)

Annex 8: Comparison of revised EQs to original EQs

Revised evaluation questions	Original evaluation questions (ToR)
<ul style="list-style-type: none"> • How have C4D / SBC capacity and integration evolved? • What contributed to this change? How can capacity and integration be further strengthened? 	<ul style="list-style-type: none"> • EQ2: To what extent has SBC programming been integrated across UNICEF programmes and offices? How effective and efficient is it being used? • EQ3: What have been the main achievements or contributions of recent investments and efforts to strengthen SBC programming? • EQ5: To what extent does SBC programming have adequate data, M&E, and knowledge management systems to foster accountability and learning?
<ul style="list-style-type: none"> • How has C4D / SBC program quality evolved? • What contributed to this change? How can quality be further strengthened? 	<ul style="list-style-type: none"> • EQ2: To what extent has SBC programming been integrated across UNICEF programmes and offices? How effective and efficient is it being used? • EQ3: What have been the main achievements or contributions of recent investments and efforts to strengthen SBC programming? • EQ5: To what extent does SBC programming have adequate data, M&E, and knowledge management systems to foster accountability and learning?
<ul style="list-style-type: none"> • How has the investment contributed to UNICEF’s development and application of C4D/SBC public goods? • How could the development and socialization of public goods be further strengthened? 	<ul style="list-style-type: none"> • EQ3: What have been the main achievements or contributions of recent investments and efforts to strengthen SBC programming?
<ul style="list-style-type: none"> • What is UNICEF’s readiness in terms of SBC to support the implementation of the Strategic Plan 2022-2025 and to act as a change strategy to achieve UNICEF’s vision? 	<ul style="list-style-type: none"> • EQ1: To what extent is SBC-related planning and implementation relevant to achieve UNICEF’s vision and objectives as defined in its Strategic Plan? • EQ4: To what extent is SBC programming capable and well positioned in the organization to act as a change strategy to achieve UNICEF’s vision and objectives as defined in its Strategic Plan?

Annex 9: SBC Global Theory of Change



Annex 10: Global, regional and country office roles in the implementation of C4D/ SBC

Global, regional and country offices all play an important role in the implementation of C4D/SBC at UNICEF, and in the broader SBC sector. While not exhaustive, documents provided by UNICEF help to paint a picture of the key roles, responsibilities, and selected activities at each level, summarized below.

The **Global/HQ** level is responsible for:

- Management of the SBC functions across the organization
- Strengthening SBC capacity, including through the development of UNICEF SBC program guidance, C4D Quality benchmarks, interagency quality standards, and operating procedures (SOPs), and Community Engagement Minimum Standards and Indicators³³
 - Developing a new Capacity Development Framework (aligned with the organization change management process and the development of the upcoming Strategic Plan 2022-2025)³⁴
 - In collaboration with HR, updating the consultant roster and LTA databases
- Playing a global leadership role in programming and policy discourse, including when responding to the COVID-19 pandemic.³⁵
 - Engaging with key global partners, including WHO, IFRC, IOM³⁶
 - Leading and expanding partnership and sectoral initiatives such as ‘Data Must Speak’, the ‘Faith and Positive Change for Children’ (FPCC) and The Social Science in Humanitarian Action Platform (SSHAP), and the Risk Communication and Community Engagement (RCCE) Collective Service (2020)³⁷
 - Playing a leadership role in key partnerships in the SBC field, including the International SBCC Summit, the Global Alliance for Social and Behaviour Change, and the International Association for Media and Communication (IAMCR)³⁸
 - Identifying regional experts (to be part of Technical Assessment Missions (TAMs))

The **Regional** office level is responsible for:

- Providing technical oversight, and quality assurance of country initiatives
- Regional representation from a leadership and partner engagement perspective
- Strengthening SBC capacity, including through inputs for internal SBC programme guidance
- Selecting 1-2 countries to test SOPs/indicators and to provide catalytic funds to roll out C4D/CE practices (based on criteria such as which countries already have ongoing C4D interventions and community engagement and who have initiatives across both development & humanitarian contexts)
- Adapting and rolling out capacity building programmes
- Providing technical input into the learning & evaluation of the C4D institutional strengthening initiative³⁹

³³ Minimum Quality Standards and Indicators for Community Engagement

³⁴ 2021 Progress Narrative prepared by UNICEF for the Bill and Melinda Gates Foundation.

³⁵ Ibid.

³⁶ 2018 Progress Narrative prepared by UNICEF for the Bill and Melinda Gates Foundation.

³⁷ 2020 Progress Narrative prepared by UNICEF for the Bill and Melinda Gates Foundation.

³⁸ 2021 Progress Narrative prepared by UNICEF for the Bill and Melinda Gates Foundation.

³⁹ Guidance for RO BMGF roll out-ver2

The **Country** office level is responsible for:

- Delivering results for children
- Working with country-level partners (including Ministries of Health, Education, and other social sector ministries and local institutions) to implement SBC programming
- Coordinating SBC initiatives including the Scaling Up Nutrition (SUN) Programmes, emergency clusters, and the National Risk Communication and Community Engagement (RCCE) Committees⁴⁰

⁴⁰ 2021 Progress Narrative prepared by UNICEF for the Bill and Melinda Gates Foundation. 2021.