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Case study report

December 2025

Evaluation of Innovation in UNICEF

South Asia Regional Thematic Case Study Report

Evaluation of Innovation in UNICEF: South Asia Regional Thematic Case Study Report

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For further information, please contact:

Evaluation Office

United Nations Children's Fund (UNICEF)
3 United Nations Plaza
New York, New York 10017
evalhelp@unicef.org

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Acronyms and abbreviations

AI	Artificial Intelligence
ALNAP	Active Learning Network for Accountability and Performance in Humanitarian Action
CO	Country Office
COAR	Country Office Annual Report
CSR	Corporate Social Responsibility
CVA	Cash and Voucher Assistance
DIY	do it yourself
DPTC	Digitally Paired Twin Classrooms
DRR	Disaster Risk Reduction
HQ	Headquarters
ICT	information and communications technology
ICTD	Information Communications and Technology Division
IHU	I-HEAR-U
ISC	Innovation Steering Committee
KOICA	Korea International Cooperation Agency
KVPL	Kelani Valley Plantations PLC
NLP	natural language processing
OoI	Office of Innovation
PG	Programme Group
PIC	Product Innovation Centre
PDE	Provincial Department of Education
PG	Programme Group
PIC	Product Innovation Centre
RCCE	Risk Communication and Community Engagement
RO	Regional Office
ROSA	Regional Office for South Asia
SBC	Social and Behaviour Change
SD	Supply Division
SDG	Sustainable Development Goal
STEM	Science, Technology, Engineering and Mathematics
T4D	Technology for Development
UNEG	United Nations Evaluation Group

WASH Water, Sanitation, and Hygiene

Executive summary

Introduction

This regional thematic case study was developed as part of the global Evaluation of Innovation in UNICEF, which assessed the organization's ability to accelerate progress toward child rights and the Sustainable Development Goals (SDGs). Although published separately, it is one of seven regional thematic case studies comprising Annex 6 of the global evaluation. This regional thematic case study from the South Asia region contributes to the global evaluation evidence base by examining the relevance, effectiveness and sustainability of three innovations supported by UNICEF, and by identifying the enabling and hindering factors that influence their implementation and outcomes. Its purpose is to provide insights and lessons learned, rather than a full standalone evaluation, and should be read in conjunction with the main report. This case study was conducted between March and October 2025.

A structured and comparative case study approach was adopted to generate insights from purposively selected innovations. The case study focuses on three digital innovations that have been tested in the South Asia region: (1) *I-HEAR-U*, a regional AI-powered social and community listening platform developed by the Regional Office for South Asia (ROSA) to identify concerns, needs, challenges, opportunities and mis-and-disinformation related to UNICEF's programmatic areas; (2) *Weather Kids*, a child-led climate innovation piloted in Sri Lanka, where children from plantation communities built and operated low-cost weather stations; and (3) *Digitally Paired Twin Classrooms (DPTC)*, a digital education model piloted in Sri Lanka's Northern Province to address science, technology, engineering and mathematics (STEM) teacher shortages by connecting well-resourced and underserved schools through live instruction. The initiatives offer a useful lens into digital, youth-led and education-focused innovations being tested across the region.

An appreciative inquiry methodology was applied as a participatory and strengths-based approach to guide data collection and analysis. Evidence was triangulated through document review, portfolio analysis, and semi-structured interviews with UNICEF staff and partners. The approach adhered to UNEG norms and UNICEF ethical standards, ensuring informed consent and confidentiality. Findings are primarily qualitative and illustrative and should not be interpreted as representative of the entire regional innovation portfolio.

Key findings

Programme effectiveness: All three innovations aimed to contribute to programme effectiveness, though at different scales. *I-HEAR-U* provided real-time insights that informed UNICEF's emergency and immunisation responses in countries like Nepal and Pakistan. Participants report that it reduced manual data-processing burdens and supported early detection of misinformation. *Weather Kids* increased climate awareness and STEM engagement among 130 children, while also testing the effectiveness of public-private partnerships. The *Digitally Paired Twin Classrooms* model provided A-level STEM lessons to children in under-resourced schools through real-time digital instruction. However, none of the initiatives collected outcomes data and effectiveness was limited by access and uptake challenges.

Equity, gender equality and inclusion: The innovation teams considered inclusion but lacked mechanisms for systematically incorporating gender, disability or equity considerations. *Weather Kids* and *Digital Paired Twin Classrooms* were specifically designed to reach underserved children. However, none of the initiatives included disability-specific adaptations or systematically monitored differential outcomes by gender, disability or socio-economic status. *I-HEAR-U* was able to identify specific concerns

for girls, for example during the human papillomavirus (HPV) vaccine campaign. However, interviewees emphasised the need for programme staff to upload focus group data from people without internet access in order to mitigate biases in the analysis.

Cost-effectiveness: While the innovations did not include formal cost-effectiveness analyses, cost considerations were a central motivation behind their design. Stakeholders reported that *I-HEAR-U* delivered potential cost-efficiencies by reducing the manual effort needed to analyse public data across countries. *Digitally Paired Twin Classrooms* was seen as a low-cost alternative to addressing STEM teacher shortages in underserved areas, and *Weather Kids* was implemented using low-cost, recycled materials and volunteer-led workshops. However, the absence of structured cost-benefit data limited the ability to assess their value compared to traditional alternatives or justify scale-up.

Scale and sustainability: Scalability and sustainability prospects varied across the cases. *I-HEAR-U* had the clearest pathway, with subscription-based support from multiple Country Offices (COs) and demand across sectors. Yet uncertainty remains around its cost model after 2026 as there needed to be clearer cost-sharing models to establish the demand at different price points across COs. *Weather Kids* and *Digital Paired Twin Classrooms* aligned well with national priorities and showed potential for scale but lacked funding or integration into government systems. Both relied heavily on volunteers and one-off grants and partnerships, making scale-up difficult.

Lessons and the way forward

The featured initiatives in the South Asia region highlight how innovation can thrive when supported by strong leadership, grounded in local priorities and designed for affordability and adaptability. All three initiatives—*I-HEAR-U*, *Weather Kids*, and *Digitally Paired Twin Classrooms*—benefited from committed CO and Regional Office leadership, alignment with national strategies and engagement with youth-led and private sector partners. These factors helped build trust, legitimacy and early uptake, while the use of low-cost technologies and participatory approaches enhanced feasibility and relevance.

The initiatives also revealed persistent constraints to sustainability and scale. Limited digital access and infrastructure, especially in underserved communities, restricted equitable participation. Innovations lacked structured demand assessments and cost-effectiveness data, weakening the case for institutionalization. While pilots aligned with government priorities, they were not embedded in national systems or backed by long-term funding models. The absence of disability-inclusive design and disaggregated outcome data further limited their reach and impact. The findings underscore the need for stronger support for planning for sustainability, inclusion and institutional ownership of innovation efforts.

1 Introduction

1.1 Purpose of the evaluation, objectives and scope

Innovation was made a key change strategy in UNICEF's Strategic Plans for 2018–2021 and 2022–2025, aimed at accelerating progress toward the Sustainable Development Goals (SDGs) by addressing stubborn barriers and stagnating progress with new solutions. UNICEF defines innovation broadly as a new or significantly improved solution that advances results for children and young people across five categories: Data, Digital, Innovative finance, Product and Social innovations.

The Evaluation of Innovation in UNICEF (2025), carried out by the Evaluation Office, aimed to provide a credible and independent assessment of UNICEF's 'fit for purpose' to use innovation as a change strategy to achieve transformational organizational outcomes and goals. Combining formative and summative elements, **the evaluation had four objectives:**

Objective 1: To assess the relevance, coherence and sustainability of UNICEF institutional arrangements to integrate innovation as a change strategy;

Objective 2: To examine the relevance, effectiveness, efficiency and sustainability of UNICEF innovation approaches;

Objective 3: Assess the relevance, effectiveness, efficiency, impact and sustainability of innovation initiatives to enhance programme effectiveness and accelerate positive outcomes for children; and

Objective 4: To identify and analyse the enabling and hindering factors influencing innovation within UNICEF, the generation of new knowledge and thought leadership to influence the innovation ecosystem and promote child rights.

Innovation at UNICEF involves a wide range of distributed activities and diverse stakeholders at multiple levels. **The primary audiences for the evaluation are internal UNICEF stakeholders:**

- Global level (particularly the Global Innovation Board, the Innovation Steering Committee (ISC), the Office of Innovation (OoI), Supply Division (SD), Information and Communication Technology Division (ICTD) and Programme Group (PG));
- Regional level (particularly Regional Programme and Planning Chiefs, Regional Evaluation Advisers, and Regional Technology for Development (T4D) Specialists); and
- Country level (particularly Country Office (CO) staff developing innovation strategies, thematic teams involved in portfolio governance, and staff working on specific programmatic innovations).

Secondary audiences include the UNICEF Global Leadership Team, UNICEF National Committees, the Executive Board of UNICEF, as well as external development partners and governments. The findings will inform UNICEF's approach to innovation as a change strategy, including the internal governance and systems for innovation at the global level.

The temporal scope of the evaluation is the period from 2019 to 2024, encompassing both the management response to the 2019 Evaluation of Innovation in UNICEF's Work,

ⁱ and implementation of the current Strategic Plan (2022-2025).

1.2 Purpose of this regional thematic case study

Thematic case studies were developed during the global evaluation to explore how innovation is implemented across UNICEF's seven regions. These case studies aim to **assess the relevance, effectiveness, and sustainability of innovation initiatives** (evaluation Objective 3), and to generate insights into **enabling and hindering factors** (evaluation Objective 4). The case studies were not intended as standalone evaluations, but rather as explorations of what is working in different regions and the challenges associated with implementing and scaling different types of innovations. They were designed to draw out common learnings of relevance to the global evaluation, rather than assessing the regional innovation situation or specific individual innovation initiatives. They contribute to evaluation questions under Objectives 3 and 4.

Evaluation questions under Objective 3:

- 3.1 To what extent did innovations implemented through the regional portfolios contribute to programme effectiveness and accelerate positive outcomes for children?
- 3.2 To what extent did they address considerations of equity, gender, and disability inclusion in achieving child rights?
- 3.3 What specific outcomes were achieved for marginalized or underserved populations through these innovations?
- 3.4 Is there data on the cost-effectiveness of the innovations compared to alternatives?
- 3.5 How are the innovations being scaled or sustained over time?

Evaluation questions under Objective 4:

- 4.1. What factors have enabled (or hindered) the successful implementation of innovation, scaling and replication of innovation within UNICEF?
- 4.2. What new knowledge and insights have been generated through UNICEF innovation initiatives, and how have these contributed to thought leadership and influence within innovation ecosystems?
- 4.3. In what ways has UNICEF's approach to innovation disrupted traditional sector practices, and what impact has this had on the broader field of child rights and development?

Each regional case study has a distinct thematic focus and includes two to three illustrative examples to generate comparative insights into how innovation is identified, supported and scaled across UNICEF's programming. The initiatives have been selected to highlight specific dimensions of innovation—such as scale, participatory design or systems integration.

This regional thematic case study for the South Asia Region focuses on digital innovation. These initiatives have different objectives, ambitions and resourcing levels. The initiatives explored are:

- ***I-HEAR-U***, an innovation to enable social and community listening from open-source data from the Regional Office (RO);
- ***Weather Kids***, an innovation to involve young people in climate monitoring in Sri Lanka;
- ***Digital Paired Twin Classrooms***, an innovation to address science, technology, engineering and mathematics (STEM) teacher shortages in Sri Lanka.

The case study report is structured into six sections, findings are organised by sub-question. Following this introduction, Section two provides a brief methodology. Section three is an

overview of the three case study initiatives, situating them within the region's broader structures and in relation to other innovation initiatives. Section four provides an analysis of the findings relevant to the five evaluation sub-questions, and Section five draws out common enabling and hindering factors to innovation related to the thematic focus of this case study. Finally, the report concludes with a summary of the achievements and challenges of these initiatives, as relevant to the broader evaluation.

2 Methodology

2.1 Case study sampling strategy

A total of seven regional thematic case studies were developed during the global evaluation, each focusing on a different thematic area (scaling, co-creation, emerging technologies and innovation strategy). The themes were strategically selected and assigned to each region in consultation with UNICEF stakeholders to ensure alignment with strategic, portfolio and learning priorities in each region and ensure thematic diversity across the global sample.

The thematic focus for the South Asia Regional case study was digital innovations. This was selected due to its widespread application across the region and its alignment with UNICEF's strategic emphasis on leveraging technology to address persistent service delivery challenges. A range of different innovations was originally selected, including several that tested more frontier technologies. However, the final choice of cases demonstrates different dimensions of digital innovation as well as initiatives originating from both the RO and COs.

Once a theme was assigned to a region, one to three innovation initiatives were purposively selected to illustrate the assigned theme and to enable comparative insights into how innovations are identified, supported and scaled within different regional and country contexts. The selection of initiatives was guided by the sampling strategy for the global evaluation, which was designed to ensure a balance of initiatives based on the following factors: type of innovation (data, digital, innovative finance, product and/or social innovation), stage of development (early stage pilot through to scale), sector (i.e. health, learning, youth etc.), and design origin/approach (i.e.. country, regional or globally led).

Following extensive consultation, portfolio review and document review (described below), a sample of 18 innovation initiatives was identified for the global evaluation sample. Once the initiatives for each region were selected, the implementing countries were identified, with the most suitable CO invited to participate in data collection. The original data collection approach proposed in-depth in-person data collection in one or two of the countries, with lighter touch remote data collection in the other one or two countries per region. Organizational changesⁱⁱ in some COs meant alternative countries and/or innovation initiatives had to be selected in line with the regional theme and overall global sampling strategy. To accommodate staffing capacities, some regions shifted to highlighting a regional innovation initiative that involved lighter-touch data collection across multiple countries. A total of 16 initiatives were included in the final global sample.

The three digital innovations reflect different models of innovation—public-private partnerships, digital platforms, and blended finance—and offer lessons on equity, sustainability, and systems integration.

2.2 Summary of the approach to data collection and analysis

A structured and comparative case study approach was adopted to generate insights from the purposively selected innovations. Appreciative inquiry methodology was used as a participatory and strengths-based approach to guide data collection and analysis. This approach was well-suited to the evaluation's focus on relevance, effectiveness, sustainability and the enabling and hindering factors influencing innovation, as outlined in Objectives 3 and 4. The robustness of the appreciative inquiry approach was enhanced through triangulation of the following data:

- **A document review** of 23 key documents from UNICEF Sri Lanka, ROSA and their partners. The evaluation team also utilised the natural language processing (NLP) tool Claude.ai to conduct a keyword and sentiment analysis of Country Office Annual Reports (COARs) for the eight countries in the ROSA region, exploring the ways innovation is implemented in the region. The evaluation team used a structured format to map documents against the evaluation questions.
- **13 interviews** including 7 UNICEF CO and RO staff, 2 partner staff and 4 teachers and principals implementing the initiatives (see Annex A.2). Seven interviewees were women, five were men and the gender of one interviewee was not recorded. A sampling frame was developed during the inception phase; interviews were conducted in April and May 2025. The interview data was transcribed, coded in MaxQDA, reviewed and discussed by the evaluation team. Key findings were categorised in an evaluation matrix, ensuring alignment with evaluation objectives and facilitating triangulation across data sources.
- The **portfolio review** collated dashboard data available from the OoI Dashboard, Venture Fund Dashboard and INVENT. Analysis identified a number of initiatives supported across innovation type, region, stage and thematic area. Analysis also explored alignment to priorities, budget allocation, reach and outcomes, where this was recorded.

Three meetings were held with regional staff and with UNICEF Sri Lanka CO to receive feedback on the case study design and to identify possible case studies for analysis. An additional meeting was held to validate findings.

To assess effectiveness, the evaluation used three outcomes for innovation based on the Active Learning Network for Accountability and Performance in humanitarian action's (ALNAP)ⁱⁱⁱ work on evaluating humanitarian innovation. The outcomes are:

- **Consolidated knowledge and learning:** New knowledge generated, or the evidence base enhanced around the area the innovation is intended to address, or around the performance of the innovation itself.
- **Improved solution:** The innovation offers a measurable, comparative improvement in effectiveness, quality or efficiency over current approaches to the problem addressed by the innovation.
- **Widespread adoption of the solution:** The innovation is taken to scale and used by others to improve humanitarian performance.

The evaluation approach and framework were developed in line with **UNICEF^{iv} and United Nations Evaluation Group (UNEG) standards and principles on evaluation ethics and quality**, as outlined in the UNEG Norms and Standards for Evaluation;^v the UNICEF Adapted UNEG Evaluation Reports Standards; the UNEG Ethical Guidelines for Evaluation; and the UNICEF Procedure on Ethical Standards in Research, Evaluation, Data Collection and Analysis.^{vi} The obligations of the evaluators include: independence, impartiality, credibility, transparency on any conflicts of interest, and accountability.

The approach to data collection and storage prioritised **confidentiality and informed consent**. The evaluation team provided a full disclosure of the study's context. Interviewers informed respondents that they had the right to decide whether they wanted to participate or not, and they could leave at any time. Information is stored anonymously, protected, and will be deleted six months after closure of the assignment. The anonymized data collected in the course of the evaluation will be given and stored by the Evaluation Office.

2.3 Limitations and mitigation measures

This case study report aims to contribute to the evidence base for the broader evaluation and is not intended to serve as a stand-alone evaluation nor were case studies intended to generate formal recommendations. While the evidence has been triangulated and confirmed based on the primary and secondary data sources available, the findings cannot be interpreted as representative of, or as confirming patterns across, the overall global or regional innovation portfolio. Specific limitations of the case study, and their impact, are listed in Table 1 below.

Table 1: Case study limitations and mitigation measures

Limitation	Impact on the case study and mitigation measures
Case selection	<p>There was no comprehensive list of innovation initiatives in the ROSA region from which to systematically select case studies. Instead, the selection of cases involved a consultative process with ROs and COs to ensure relevance and buy-in, as well as a review of portfolio data and discussions with the OoI.</p> <p>This was a time-consuming process, particularly as several COs declined to participate due to competing priorities. While consultations were important for alignment, they reduced the time available for primary data collection and analysis.</p> <p>The limitations of the sampling were mitigated through the inclusion of a regional-level case that allowed lighter-touch consultation with multiple COs as well as by incorporating regional documents and other evaluations of innovations conducted in the region.</p>
Document review	<p>The documentation varied widely in detail and quality. The initiatives lacked documentation on outcomes and budgets. There was also no robust data on cost-effectiveness or gender/disability outcomes.</p> <p>These gaps were mitigated by triangulating across available documents and interviews to fill gaps; limitations around data are discussed in the report.</p>
Interviews	<p>Due to limited time and access, the number of interviewees per case was small, and some key stakeholders were unavailable. No in-person observations or site visits were possible for this case study. Interviewees were identified through UNICEF focal points and partners, which may have led to a positive bias or limited dissenting views. Staff turnover may also have affected the completeness of responses.</p> <p>The evaluation prioritised interviews with those most involved in implementation or decision-making and triangulated their views with documentary evidence.</p>
Data and analysis	<p>Due to limited quantitative data (including data on outcomes, cost and cost-effectiveness), findings were largely based on qualitative feedback and anecdotal evidence. The analysis could not fully capture outcomes, impacts, cost-effectiveness nor efficiency relative to alternative solutions.</p> <p>The evaluation used a structured coding matrix aligned with evaluation questions and relied on team debriefs to validate emerging findings. Where data was anecdotal, findings were clearly framed as illustrative rather than definitive.</p>

3 Context of the innovations

UNICEF operates in eight countries of South Asia,^{vii} supporting over 659 million children, the largest child population of any region. Children face intersecting challenges including poverty, malnutrition, gender inequality, and climate vulnerability. The region continues to grapple with a severe learning crisis, high rates of child marriage, and persistent health threats such as polio. UNICEF's priorities include child survival and health, inclusive education, social protection, climate-resilient WASH systems, and child protection, with a growing focus on digital learning, adolescent empowerment, and climate action.^{viii}

In 2024, UNICEF invested \$1,197 million across the region. Spending concentrated on ensuring every child survives and thrives (Goal Area 1), particularly through programming aligned with SDG 2 (Zero Hunger) and SDG 3 (Good Health and Well-Being), which accounted for 55 per cent of regional resources. This was followed by ensuring every child learns (Goal Area 2, with 24 per cent of investment), largely aligned with SDG 4 (Quality Education), and ensuring every child lives in a safe and clean environment (Goal Area 4, with 19 per cent). The other goal areas received smaller allocations, with 10 per cent of funds contributing to ensuring every child lives in a safe and clean environment (Goal Area 4), 7 per cent of funds towards ensuring every child is protected from violence and exploitation (Goal Area 3) and 3 per cent towards ensuring every child has an equitable chance in life (Goal Area 5). Afghanistan received the largest funding allocation due to its extensive humanitarian needs.^{ix}

3.1 Innovation in ROSA

Across the ROSA region, innovation was predominantly applied and operational, focusing on solving implementation challenges in real-time rather than pushing the boundaries of frontier technologies. The focus was on scalable digital tools, community engagement models, and resilience in service delivery, with emerging interest in climate and youth-led innovation. Institutional investment in innovation systems was uneven but growing, especially in countries with more robust partnerships and digital ecosystems.

Digital platforms and data systems were a consistent innovation priority across ROSA countries. This included real-time data collection tools and dashboards (e.g., India's innovation in nutrition data visualisation, Bhutan's DHIS2 scaling, and Afghanistan's data digitisation efforts), which were widely used to improve programme targeting and monitoring. Digital public goods and platforms were also promoted, such as the *U-Report* in several countries and Bangladesh's use of *RapidPro* for community feedback. Several countries have explored AI and machine learning to analyse large datasets or automate service delivery processes, although the scale remains limited.

Innovations aimed at shifting behaviours and engaging communities were emphasised in COAR reports, especially during the COVID-19 pandemic and vaccine uptake campaigns. The reports described human-centred design and social listening tools as tools to shape campaigns in Nepal, Bangladesh and the Maldives. Similarly, behavioural nudges and communication prototypes were piloted in Bhutan and Pakistan to support immunisation, WASH and adolescent health. These were typically donor-supported through global campaigns (e.g., COVID-19 Vaccine Delivery Partnership) and regional Social and Behaviour Change (SBC) teams.

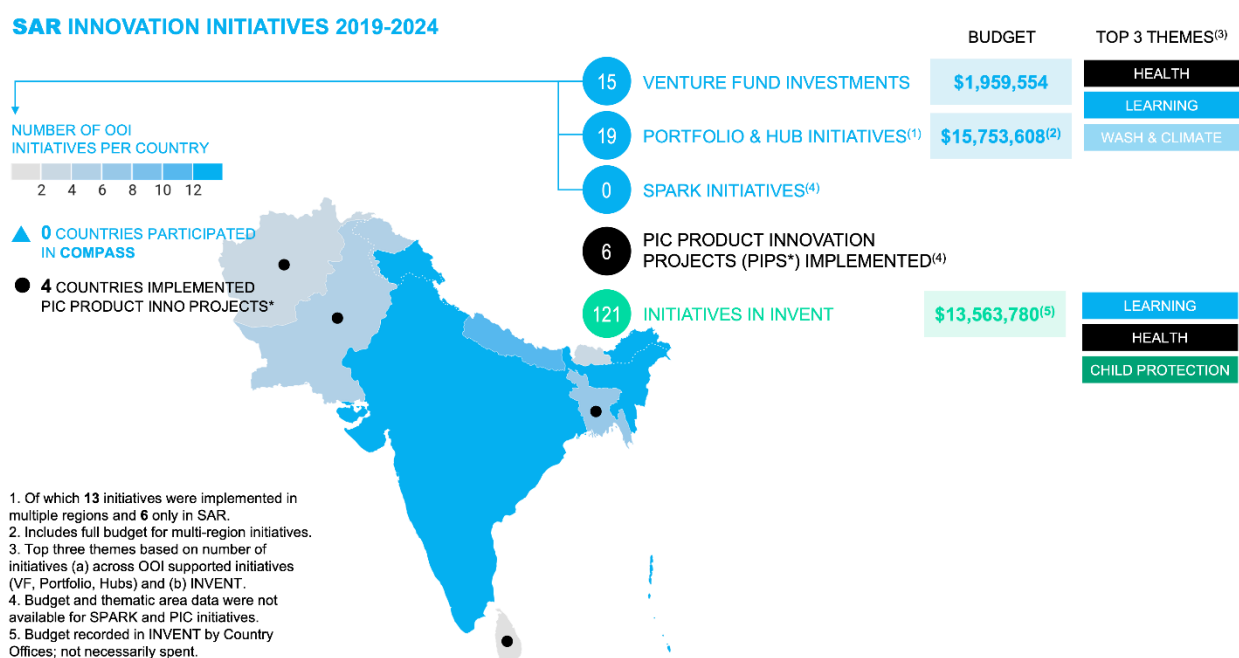
Finally, there was an emerging but growing priority on innovations relating to the environment. These included green schools, solar-powered water systems and climate-resilient WASH infrastructure

initiatives that were piloted in India, Nepal and Sri Lanka. Several reports also described youth-led climate innovation challenges and partnerships with tech hubs, such as Generation Unlimited.

There were some examples of COs starting to build internal innovation capacity and structures. For example, the Bangladesh CO worked on scaling social innovations through government partnerships and tested a governance structure for broader adoption. In Pakistan, the CO described the importance of evidence-informed innovation scaling and the use of data dashboards in polio and immunisation campaigns, which became embedded into the national response system. The office established internal innovation focal points within programme teams to better coordinate experimentation and scale-up pathways.

OoI and INVENT dashboard data was analysed to summarize innovation efforts in the region, including the COs involved in different OoI initiatives, budget allocation and key thematic areas (**Figure 1**). It is noted that INVENT is an open repository and is used in different ways by COs; it includes early ideas that may not been developed and implemented.

Figure 1: Overview of ROSA innovation initiatives (2019-2024)



Sources: Venture Fund dashboard; the OOI dashboard (which included Portfolio, Hub and Spark); the PIC dashboard; and INVENT.

3.2 Evidence from regional evaluations

Three evaluations of innovation initiatives in the ROSA region revealed promising results in piloting digital technologies for education and social protection. Collectively, these evaluations highlight that innovation in ROSA benefits from novel experimentation and aligns with national priorities. However, the evaluations also identified barriers to scaling and sustainability, particularly concerning digital equity and stronger institutional embedding. For example:

- In Bhutan, the **Eduten digital platform** in primary schools significantly improved students' math skills and engagement, particularly benefiting low-performing students. Teachers effectively used learning analytics to personalise instruction, and the project aligned well with national education goals. However, challenges in digital readiness, infrastructure, gender disparities and inclusion, as well as the absence of a formal cost analysis, underscore the need for more strategic scaling efforts.
- Similarly, the **Rahat blockchain Cash and Voucher Assistance (CVA) pilot** in Nepal demonstrated enhanced transparency, efficiency and user trust, particularly among women, and used low-cost, open-source tools. However, data management issues, offline functionality limitations and partial inclusion of unbanked or phoneless individuals limited its reach and sustainability prospects.
- The **School Innovation Challenge** in India, meanwhile, focused on fostering 21st-century skills among adolescents through the UPSHIFT platform. It achieved broad participation and showed early signs of impact on students' confidence and problem-solving abilities. However, the evaluation found limited evidence of skill application beyond the programme. It highlighted concerns around equity, with students from disadvantaged backgrounds and those with learning difficulties less able to participate fully. Heavy reliance on under-supported teachers, infrastructure gaps and unclear government ownership raised sustainability concerns.

3.3 Examples for this case study

This case study builds on this understanding of innovation in the region and explores three initiatives implemented in ROSA:

Case 1: *Weather Kids* (Sri Lanka)

The ***Weather Kids*** programme, launched by UNICEF Sri Lanka in 2023, is a child-led climate education and disaster preparedness initiative designed in response to children's calls for participation in early warning systems, as expressed in the Sri Lanka Children's Declaration. Aligned with child rights to education, participation and protection, the programme empowers children, particularly from underserved plantation communities, to build and operate low-cost do it yourself (DIY) weather stations using recycled materials. *Weather Kids* was piloted twice; first with a private sector partner, Kelani Valley Plantations PLC (KVPL), in Nuwara Eliya and Kalutara where it reached 130 vulnerable tea estate children (54 boys, 76 girls) through hands-on workshops on robotics, weather science and data communication. It was then piloted a second time with the government's Department of Probation and Child Care Services in Kaluthara where it reached 100 children through their children's club initiative. Children collected real-time weather data, shared via an open-source platform, to support local anticipatory action. The innovation was developed with Gavesha Labs (Pvt) Ltd, a youth-led social enterprise.

Case 2: *Digitally Paired Twin Classrooms (DPTC)* (Sri Lanka)

The ***Digitally Paired Twin Classrooms*** initiative was launched by Sri Lanka's Northern Province's Department of Education in collaboration with UNICEF and Yarl IT Hub to address disparities in quality education, and particularly the shortage of qualified STEM teachers in remote areas. Rooted in the child's right to equitable, quality education, the pilot connects Service Providing Schools (SPSs) with subject teachers to Service Receiving Schools (SRSs) via real-time digital platforms, enabling synchronous instruction. Targeting 40 schools across the Northern Province, the programme aims to deliver STEM content to marginalised students, especially in underserved rural areas. Implementation began in 2024

with funding from the Korea International Cooperation Agency (KOICA), though information and communications technology (ICT) import restrictions and administrative hurdles delayed it. The project was designed collaboratively with schools and zonal education officers, supported by technical guidelines developed with Yarl IT Hub to ensure standardised and scalable digital instruction. The evaluation team did not have financial data on the innovation.

Case 3: *I-HEAR-U* (Regional)

The *I-HEAR-U* community engagement ecosystem was designed to strengthen real-time, systematic and ethical social and community listening for UNICEF's SBC and sectoral programmes. The current version combines automated and manual analysis of online sources and is designed to be integrated with offline listening methods and broader Risk Communication and Community Engagement (RCCE) activities.^x *I-HEAR-U* was designed by the ROSA office in 2022–2023 in collaboration with Research for Purpose, a technical vendor based in Germany, and initially piloted in eight COs in the region. It leverages several other third-party tools for collating and analysing data. The innovation supports UNICEF's capacity to respond to harmful misinformation, stigma and emerging concerns that directly or indirectly affect children. The evaluation team does not have financial data on the innovation.

4 Case study findings

4.1 Effectiveness and outcomes

All three initiatives achieved their intended reach, contributing to improved service delivery and infrastructure. However, outcome measurement was limited and inconsistently documented.

Overall, **the three initiatives showed strong alignment with RO and CO strategies and priorities.** There was limited monitoring or evaluation data, which made it difficult to draw conclusions on their overall contributions to **programme effectiveness.** Nevertheless, there were anecdotal examples of how each of the initiatives had contributed to programme effectiveness. There were differences in the scale of reported contributions between the small Sri Lankan pilots and the RO initiative, but all were reported positively in interviews. In particular:

- ***Weather Kids*** demonstrated UNICEF's ability to combine education, disaster preparedness and participatory approaches through low-cost, youth-led innovation. The initiative enhanced climate literacy and STEM engagement among 130 children in marginalised plantation communities in the first pilot and a further 100 children in the second pilot.
- The ***Digitally Paired Twin Classroom*** model enabled real-time remote teaching with local support staff, increasing subject coverage and lesson continuity among 20 schools in the Northern Province. Anecdotal feedback from students was positive, with students describing "one big classroom."
- ***I-HEAR-U*** provided real-time insights from open-source data that informed programme planning, monitoring and adaptation across several sectors. In Nepal, for example, it had informed UNICEF's response to the 2024 floods and contributed to adjustments in the design of the HPV vaccine rollout. Interviewees in COs said this led to more tailored and relevant programming.

Identifying harmful and unintended consequences is an important part of testing innovations. While the initiatives were not evaluated, the **documents and interviews illustrated several areas of learning.** For example:

- The *Weather Kids* pilot found that **digital access among children was limited.** Many children had social-media-only data plans, which limited their ability to access online learning or data platforms. This limited digital engagement. Relatedly, the programme did not sufficiently address the needs of children with disabilities or those with low ICT and reading skills, who struggled to participate fully.
- In the *Digitally Twinned Paired Classrooms*, concerns arose that **the model might place additional burdens on teachers** supporting remote classrooms, but these were not fully assessed or mitigated.
- *I-HEAR-U* provided analysis of relevant social media and digital platform data as well as data uploaded by programme teams. In some pilot cases, only online data was available and so the **voices of people offline or in low connectivity settings were underrepresented.** The data analysed by *I-HEAR-U* was drawn from public third-party tools and interviewees raised concerns on anonymisation and consent on some public platforms. The team addressed these by stating on the platform that users (UNICEF staff) should not share data in ways that could identify individuals. Further work was underway to anonymise data within *I-HEAR-U*. Any content identified as belonging to a person under 18 was discarded.

In general, there was no disaggregated impact data, and the innovations had not been systematically tracked for their impact on gender, disability or marginalised groups. The *I-HEAR-U* initiative provided anecdotal examples of how the platform had been used to improve outcomes for girls in programmes that used its analysis, including through gender-sensitive issues being addressed during the HPV campaign in Nepal.

The outcomes for innovation can be considered not only in terms of demonstrated contributions to programmes, but also the addition of knowledge and learning and of improved solutions. The evaluation utilised the ALNAP innovation success criteria to assess the project's outcomes. Table 2 illustrates the strongest achievements in the area of developing new solutions and **opportunities for the innovation teams to do more around consolidating and sharing knowledge and learning with other UNICEF staff**.

Table 2: Innovation outcomes based on the ALNAP criteria for evaluating humanitarian innovations

Innovation outcomes	<i>Weather Kids</i>	<i>Digitally Paired Twin Classrooms</i>	<i>I-HEAR-U</i>
Consolidated knowledge and learning	Successes and challenges are documented for use by the programme team.	Technical guideline developed with the Provisional Education Department and partner.	Developed internal strategic document outlining design, partnerships and use cases.
Improved solution	Limited monitoring or evaluation data. Anecdotal evidence indicates positive participation of children.	Limited monitoring or evaluation data. Anecdotal evidence of children benefiting from access to STEM teaching but not of learning outcomes.	Limited monitoring or evaluation data. Interviews indicate timesaving and quality benefits.
Widespread adoption of the solution	N/a	N/a	<i>I-HEAR-U</i> has been used in at least 5 COs in South Asia and 11 across all of UNICEF (with implementation in the Middle East and Latin America and the Caribbean). ^{xi}

4.2 Equity, gender equality and inclusion

Participants described inclusion and equity considerations in the design of the three case study examples. In particular, *Weather Kids* aimed to reach children in marginalised plantation communities and engaged girls and boys in building low-cost weather stations. *Digitally Paired Twin Classrooms* was explicitly designed to improve equitable access to STEM education in under-resourced and remote schools in Sri Lanka's Northern Province. *I-HEAR-U* sought to support more responsive programming by surfacing public concerns, including those related to gender-based misinformation.

However, no gender- or disability-focused adaptations were mentioned in any of the cases. There were no systematic mechanisms to disaggregate or act on data by gender, disability or other equity markers. This was particularly pertinent in Sri Lanka, where UNICEF staff reported that girls often outnumbered boys in schools in Sri Lanka, highlighting a need for different considerations about gender-

based access in this context. Interview participants mentioned that the two projects in Sri Lanka were not easily accessible to children with learning disabilities.

4.3 Cost-effectiveness

The published evaluations of innovations in the ROSA region demonstrated potential cost-efficiency in resource use but lacked explicit cost-effectiveness analysis and concluded that gender and/or infrastructure gaps might limit cost-effectiveness at scale. For example, while the blockchain CVA innovation in Nepal led to perceived operational cost savings, the exclusion of phoneless and unbanked populations and lack of offline functionality were both concerns for cost-effectiveness at scale. Similarly, in Bhutan, while automated assessments could reduce teacher workloads, the gaps in digital readiness, gender disparities and rural access were flagged as potential barriers to cost-effectiveness.

The three innovations considered in this case study also lacked data on their cost-effectiveness in comparison to traditional solutions or other similar innovations. Nevertheless, the participant interviews indicate that cost was one of the motivating factors for developing two of the three initiatives. In the case of I-HEAR-U, the innovation enabled the RO to reap the benefits of scale across multiple COs and reduce the potential costs associated with staff time spent conducting manual analysis of open-source data. Though not formally quantified, stakeholders reported improved targeting, early detection of misinformation and faster programme adjustments, which could benefit the cost-effectiveness of programmes. In the case of the *Digitally Paired Twin Classrooms* initiative, the digital twinning was viewed as a faster and lower-cost alternative to training or recruiting STEM teachers in low-resource schools.

Cost considerations were discussed in the documents and during interviews, and participants were able to describe how they had aimed to manage costs within the programme design and implementation:

- For ***Weather Kids***, each DIY weather station cost approximately USD 60, and they were built using low-cost and recycled materials. The use of existing community infrastructure (including the Children's Clubs and community spaces) also ensured lower implementation overheads.
- In the ***Digitally Paired Twin Classroom*** model, the cost of imported ICT equipment and delays in procurement were significant operational barriers in the initial pilot. Costs were reduced where possible (e.g., by avoiding the use of additional television screens), and local procurement was explored for smartboards. Interviewees discussed how future initiatives would be lower in cost, as local vendors can now supply similar equipment, thereby avoiding the need for offshore procurement.
- For ***I-HEAR-U***, the initiative had procured the lowest-cost solution through a tender process. The solution provided automated data analysis and had been updated to include AI-powered analysis (version 2). These features allowed for real-time processing and reduced the staff workload for generating reports.

However, in all three cases, the cost-efficiency of these solutions at scale was contingent on infrastructure, local capacity and institutional ownership, as discussed in the next section.

4.4 Scale and sustainability

The innovation efforts had all considered sustainability and scale in design and implementation. In Sri Lanka, the innovations were aligned with national priorities, co-designed with local partners and

tested alongside Government stakeholders. For *I-HEAR-U*, the initiatives were developed with the needs of COs in mind and through close collaboration with several COs.

The pathways to sustainability and to scale were most straightforward for the RO innovation. Its design prioritised interoperability with existing UNICEF platforms, used open-source tools, and was aligned with national and regional priorities such as vaccine uptake, misinformation management and digital safety. Strong demand from multiple COs, the benefits of cost-efficiencies at scale, and formal strategic partnerships also reinforced its long-term viability. However, while ***I-HEAR-U* has secured funding through 2026 from several COs and was expanding across sectors**, plans for its long-term sustainability beyond that period have not been documented and several participants said there needed to be clearer cost-sharing models to establish the demand at different price points across COs. The innovation team was considering models for addressing sustainability and funding.

The two Sri Lanka cases demonstrated promising results and strong local engagement, but were both paused. They have not found sustainable funding sources or been replicated elsewhere. Both initiatives aligned well with national priorities, leveraged existing community structures and showed potential for scalability through low-cost delivery models and public-private partnerships. However, despite their successes, neither project had yet secured sustainable funding streams or been replicated beyond the initial pilot sites. In particular:

- For *Weather Kids*, **in-kind contributions from the partners reduced initial cost but did not establish a long-term funding model.** Although there was strong interest from the Government, there had not been sufficient evidence-building to advocate for its integration into national education or Disaster Risk Reduction (DRR) systems. Interviewees said this will be challenging given stretched government budgets. Interviews also indicated that estate managers also perceived *Weather Kids* as a Corporate Social Responsibility (CSR) initiative rather than a strategic investment in education and resilience, which limited the likelihood of funding at scale.
- The *Digitally Paired Twin Classrooms* pilot was funded by KOICA and there was no indication that they will support ongoing operations, maintenance or scale-up. The Provincial Department of Education (PDE) helped develop administrative guidelines and there was interest in the model from the national Department of Education. However, the **future of the initiative is uncertain**: the Department of Education had limited budgets and future scale depended on new donor support. There was some discussion around cost saving through pairing delivery schools with multiple recipient schools. However, this would significantly limit teacher-student interaction.

In Sri Lanka, reliance on volunteers, infrastructure gaps and the government's ability to take on the costs of projects raised concerns about the replicability of the models at scale. For example, the success of first *Weather Kids* pilot was heavily reliant on volunteer mentors (who were university students) for delivering workshops and guiding children through robotics and data science. This element of the programme was seen as successful by both UNICEF and the mentors. However, to embed and sustain this mentorship capacity at scale would require significant planning and resources should the initiative be expanded. Similarly, the success of the *Digitally Paired Twin Classrooms* model rested on teachers in delivery schools who volunteered to teach the additional children “without incentives and motivated by a strong sense of duty and inclusive education despite workload concerns”. The model also relied on

existing provincial IT helpdesks to troubleshoot equipment, but there was limited data on the number of technical failures or on durability.

As observed in other evaluation reports from the ROSA region, there were similar findings on scaling and sustainability across the three initiatives assessed. While scaling was recommended for the three initiatives, the results were all contingent on changes to the models such as targeted teacher/staff training and further considerations around equitable infrastructure access. The evaluations reported an absence of long-term funding models, and no confirmed plans or budgets to continue or expand the projects. Two of the three evaluations also flagged the absence of cost-effectiveness analysis, leaving a gap in the evidence needed to justify broader rollout.

5 Enabling and hindering factors

A range of enabling and hindering factors to testing digital innovations emerged from this case study. This section highlights those most strongly evidenced in the data and most relevant to the global evaluation findings, rather than providing an exhaustive list (Table 3).

Table 3: Enabling and hindering factors to innovation from the case study examples

Enabling factors	WK	DPTC	IHU	Hindering factors	WK	DPTC	IHU
Leadership support	X	X	X	Poor connectivity	X	X	
Strong local ownership and initiative from local government	X	X	X	Low digital literacy or digital readiness	X	X	
Institutional alignment with RO and CO plans	X	X	X	Exclusion of offline populations		X	
Private sector engagement	X	X	X	Lack of trained teachers or technical support		X	
Use of low-cost technologies	X		X	Lack of UNICEF capacity in the location	X	X	
Child-led design and participatory structures	X			Limited data on cost-effectiveness or outcomes	X	X	X
Demonstrated results			X	Import restrictions and bureaucratic delays (including customs)		X	
Use of UNICEF's T4D playbook, which guided project design and sustainability planning.		X					

5.1 Enabling factors

The ROSA cases highlighted several enabling factors for innovation:

All three initiatives benefited from **strong leadership support from the CO or RO leadership**, which was instrumental in advancing their design, implementation and early uptake. In particular, RO leadership played a central role in initiating and coordinating *I-HEAR-U*, ensuring alignment with regional priorities and mobilising interest across multiple COs. In Sri Lanka, CO leadership was key to embedding *Weather Kids* and *Digitally Paired Twin Classrooms* within government-led structures and gaining grant funding for pilots. This proactive engagement by senior UNICEF staff helped legitimise the innovations during early implementation phases.

The innovations **all benefited from strong institutional and Government alignment**. For example, the second *Weather Kids* pilot was co-designed with the Department of Probation and Child Care Services and aligned with the Sri Lanka Children's Declaration on DRR and Climate Change. *I-HEAR-U* was designed with ICTD and SBC colleagues, informed national SBC strategies and was used by governments in Nepal and Pakistan during health campaigns. This alignment legitimised the innovations within UNICEF,

facilitated implementation and created foundations for potential scale and integration into national frameworks. The *Digitally Paired Twin Classrooms* model was aligned with Sri Lanka's education sector priorities, particularly in response to teacher shortages in STEM and Commerce subjects. It was implemented through provincial education departments, which helped secure buy-in and prioritise under-resourced schools (although this effect was reduced when provincial coordination weakened in 2025).

All three initiatives were enabled **through private sector engagement**. *Weather Kids* was based on a collaboration with Gavesha Labs (Pvt) Ltd, a youth-led tech social enterprise, which brought low-cost, child-friendly technology and mentorship into the programme, and KVPL, which provided logistical support, training spaces and access to local communities in the second pilot. *I-HEAR-U* and the *Digital Paired Twin Classrooms* were both developed through selected vendors that brought strong technical expertise. These engagements increased the cost-efficiency and implementation of the innovations.

Two of the three solutions emphasised **the use of low-cost, widely available technologies**. The technical feasibility of *Weather Kids* was supported by using locally available, recycled materials to build each weather station costing around USD 60. This kept costs low, reduced reliance on imports and made the tools manageable for DIY construction with children. *I-HEAR-U* similarly leveraged open-source and commercial AI tools, which minimised the additional custom infrastructure that needed to be built. These choices made both pilots affordable and easier to maintain. The *Digitally Paired Twin Classrooms* model however, used the free version of Zoom, which introduced session time limits and disrupted teaching, reinforcing the need for cost-effective yet workable digital tools. Comparable design choices were evident in other regional evaluations - for example, Bhutan's Eduten platform was deployed using existing school infrastructure with minimal additional investment.

Child-led design and participatory structures was seen as a central enabler of *Weather Kids*. The initiative aimed to support children to become active agents in climate action rather than passive recipients. The second pilot built on Sri Lanka's Children's Clubs initiative, which sat under the Department of Probation and Child Care Services. By using these existing community-based structures UNICEF aimed to support continuity, legitimacy and local ownership. The approach also reflected the demands of the Sri Lanka Children's Declaration, strengthening children's voices in DRR.

***I-HEAR-U* demonstrated strong perceived value across multiple sectors**, largely due to its ability to generate timely, actionable insights that directly informed programming. Its outputs were used to adapt immunisation strategies, respond to emergencies like flooding and disease outbreaks and support digital safety initiatives. These tangible contributions to important UNICEF programmes reinforced its relevance and built cross-sectoral buy-in within UNICEF and among government and private sector partners.

5.2 Hindering factors

Connectivity was a persistent hindering factor in the Sri Lankan examples. In the *Weather Kids* initiative, many children had limited or no access to smartphones or had data plans restricted to social media use. Some required pre-downloaded content from mentors just to participate in video-based learning, and poor internet connectivity further constrained their ability to engage with the broader digital learning environment. These infrastructural limitations affected not only data analysis and online workshops but also the equitable participation of digitally disadvantaged children. Similarly, the success of the *Digitally Paired Twin Classroom* model hinged on reliable connectivity, which was not always available.

In addition to connectivity challenges, the **digital divide manifested in other forms across the case studies, including disparities in access to devices, digital literacy and readiness among both students and facilitators**. For instance, in the *Weather Kids* initiative, some children lacked smartphones or relied on shared devices at home, limiting their ability to engage consistently with digital components. Similarly, the *Digitally Paired Twin Classrooms* model depended on both students and teachers having basic digital competencies, which varied across schools. Interviews with teachers indicated that schools lost 10–15 minutes per session troubleshooting IT issues, and classes were often disrupted due to unstable connections and unlicensed Zoom accounts. These gaps in digital access and skills impacted equitable participation, consistency and learning outcomes.

The success of the *Digitally Paired Twin Classrooms* model relied heavily on **having trained support teachers at SRSs and reliable technical troubleshooting capacity** - resources that were not consistently available in remote or under-resourced settings. Schools without adequately trained staff to manage the digital interface and support student engagement faced greater challenges. Teacher fatigue and lack of incentives also emerged as hindering factors to sustained engagement, with some teachers reporting overwork due to simultaneous classroom delivery without additional compensation or support. Additionally, the pilot faced significant **operational delays due to procurement challenges** and import restrictions on ICT equipment, underscoring the vulnerability of such innovations to logistical and supply chain disruptions. Similar capacity challenges were experienced for the *Weather Kids* innovation when the Northern sub-office managing the project closed in December 2023.

The absence of monitoring data on cost-effectiveness or learning outcomes further weakened the investment case for expansion. While all three innovations demonstrated strong alignment with UNICEF's strategic priorities and anecdotal evidence of positive outcomes, none systematically tracked cost-benefit metrics or robust learning gains. This limited the ability to advocate for scaling or institutionalising two of the innovations. Without clear data on efficiency or impact, these innovations face challenges in securing sustained funding or convincing partners of their value at scale.

6 Concluding achievements and challenges

The examples in this case study stand out for their strong alignment with CO and RO priorities, which enhanced their initial uptake, relevance and legitimacy. All three innovations aligned well with CO and RO strategies. For example, *Weather Kids* supported Sri Lanka's Children's Declaration and engaged government and private sector stakeholders, while *I-HEAR-U* was designed to meet emerging CO demands for stronger social and community listening capacity. However, while alignment helped secure early interest and legitimacy, it was not always sufficient to ensure long-term institutionalisation or funding commitments.

Although the innovations addressed real gaps, most lacked structured assessments of long-term demand and cost models. *I-HEAR-U*, for example, had strong short-term uptake but unclear demand scenarios beyond 2026. The innovation team was developing a business case to support future financing and sustainability. Similarly, *Weather Kids* and *Digitally Paired Twin Classrooms* were valued by stakeholders but did not assess broader user demand or willingness to invest, making it difficult to justify or plan for scale.

A notable gap across the case study initiatives was the limited connection to UNICEF Headquarters (HQ) structures. While the innovations aligned with regional and country-level structures, there was little evidence of engagement with OoI in the design, funding or strategic positioning of the initiatives. This lack of linkage meant that the initiatives did not fully benefit from existing global innovation resources, knowledge-sharing platforms, or structured guidance on scaling and sustainability planning. Strengthening these connections could enhance the quality, visibility and replicability of regional innovations, while also reinforcing coherence with UNICEF's global innovation strategy.

These case study findings reinforce broader patterns identified in regional innovation efforts across ROSA. Innovation in the region has largely focused on applied, context-specific solutions that address implementation bottlenecks using affordable digital tools and collaborative partnerships. The three initiatives examined here reflect this emphasis on real-time problem-solving, local relevance and youth or community engagement. As with previous evaluations in Bhutan, Nepal and India, however, these initiatives also reveal recurring challenges: limited inclusion planning, lack of cost-effectiveness data and uncertain pathways for sustainability and scale. Despite alignment with national priorities and strong initial uptake, the absence of robust evidence systems and long-term funding strategies has constrained the institutionalisation of two of the initiatives. Overall, these case studies underscore both the promise and fragility of innovation ecosystems in ROSA, where strong integration into systems, investment in equity-focused design, and clearer pathways to sustainability are needed for success.

A.1 Documents reviewed

Regional and CO documents

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WEATHER KIDS

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- UNICEF Sri Lanka. Article: Building Communities That Are Resilient to Disaster Risks and Climate Change Effects: Empowering Children Living in Sri Lanka's Tea Estates with Climate Education and Disaster Preparedness. n.d.
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UNICEF Sri Lanka. SLCO for WeatherKids Climate Education Programme. 2024.

A.2 List of people consulted

Institution	Role
Kilinochchi Maha Vidyalayam, Sri Lanka	Teacher
Kilinochchi Maha Vidyalayam, Sri Lanka	Principal
Kn/Muruganantha College, Sri Lanka	Teacher
Nelliyadi Central College, Sri Lanka	Teacher
Provincial Department of Education, Northern Province, Sri Lanka	Deputy Director of Education
Research for Purpose, Germany	Director
UNICEF, Sri Lanka	Education Specialist
UNICEF, Nepal	Chief Social and Behaviour Change
UNICEF, ROSA	Digital Social and Behaviour Change Officer
UNICEF, Sri Lanka	ICT Manager
UNICEF, Sri Lanka	Programme Officer (Emergency Response & Resilience)
UNICEF, ROSA	Regional Evaluation Advisor
UNICEF, ROSA	Regional Chief of ICT, Innovation and Digital Transformation

1 Endnotes

ⁱ UNICEF, *Evaluation of Innovation in UNICEF Work: Synthesis Report*, UNICEF Evaluation Office, 2019

ⁱⁱ This evaluation took place during a time of significant organisational change for UNICEF. The availability of country staff was consequently affected by concurrent strategic planning, restructuring and downsizing processes associated with the restricted funding context and the Future Forward Initiative.

ⁱⁱⁱ ALNAP is a global network to advance humanitarian learning.

^{iv} Economic and Social Council at the United Nations, Revised Evaluation Policy at UNICEF (New York: UNICEF, 2023).

^v United Nations Evaluation Group (UNEG), *Ethical Guidelines for Evaluation* (New York: UNEG, 2020).

^{vi} UNICEF, *Global Evaluation Report Oversight System: Handbook for UNICEF Staff and Independent Assessors* (New York: UNICEF, 2017).

^{vii} [UNICEF, South Asia, What we do](#)

^{viii} [UNICEF, South Asia, Annual Report \(2024\)](#)

^{ix} [UNICEF, Transparency Tool, 2024](#)

^x The ecosystem for SCL is described here: <https://unicef.sharepoint.com/sites/PG-SBC/SitePages/Social-and-Community-Listening.aspx>

^{xi} UNICEF, *I-HEAR-U Intro: Enhancing Social and Community Listening in South Asia* (UNICEF South Asia, n.d.).

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