

UNICEF Country Programme Evaluation 2021-2025 Timor-Leste

Revised Draft Inception Report – July 2024

Evaluation Commissioned by: UNICEF Timor-Leste

Evaluation Team: Dr Robina Shaheen, Priti Dave, Therese Nguyen Thi
Phuong Tam, Tanja Rajkovic

Disclaimer

The purpose of publishing evaluation reports produced by the UNICEF Evaluation Office is to fulfill a corporate commitment to transparency through the publication of all completed evaluations. The reports are designed to stimulate a free exchange of ideas among those interested in the topic and to assure those supporting the work of UNICEF that it rigorously examines its strategies, results, and overall effectiveness.

The contents of the report do not necessarily reflect the policies or views of UNICEF. The text has not been edited to official publication standards and UNICEF accepts no responsibility for error. The designations in this publication do not imply an opinion on the legal status of any country or territory, or of its authorities, or the delimitation of frontiers.

The copyright for this report is held by the United Nations Children's Fund. Permission is required to reprint/reproduce/photocopy or in any other way to cite or quote from this report in written form. UNICEF has a formal permission policy that requires a written request to be submitted. For non-commercial uses, permission will normally be granted free of charge. Please write to the Evaluation Office at the address below to initiate a permission request.

Copyright: United Nations Children's Fund (UNICEF) East Asia and the Pacific; Regional Office Evaluation Section; Date of Final Version: March 2024.

Published by: UNICEF East Asia and Pacific Regional Office; 19 Phra Atit Road Bangkok 10200 Thailand;
Tel: (66 2) 356-9499 Fax: (66 2) 280-3563; E-mail: eapro@unicef.org or
asia.pacific.evaluate@unicef.org; www.unicef.org/eapro

Acronyms

ADB	Asian Development Bank
CO	Country Office
CP	Country Programme
CPD	Country Programme Document
CSD	Child Survival and Development
CSO	Civil Society Organization
DGAS	Directorate General of water and sanitation
EAP	East Asia and Pacific
ECD	Early Childhood Development
ERG	Evaluation Reference Group
ET	Evaluation Team
EU	European Union
FAO	Food and Agriculture Organisation
GAVI	The Global Alliance for Vaccines and Immunization
GE	Gender Equality
GoTL	Government of Timor-Leste
HIM	Haburas Ita Moris
HR	Human Resources
ILO	International Labour Organisation
IMF	International Monetary Fund
INGO	International Non-Governmental Organisation
IOM	International Organisation for Migration
JICA	Japan International Cooperation Agency
KII	Key Informant Interview
KOICA	Korea International Cooperation Agency
MCH	Mother and Child Health
MoAF	Ministry of Agriculture and Fisheries
MoF	Ministry of Finance
MoH	Ministry of Health
MoJ	Ministry of Justice
MoPW	Ministry of Public Works
MoSA	Ministry of State Administration
MoSSI	Ministry of Social Solidarity and Inclusion
MoYSAC	Ministry of Youths, Sports, Art and Culture
OECD/DAC	Organisation for Economic Co-operation and Development/Development Assistance Committee
PHD	Partnership for Human Development
PSN	Programme Strategy Note
RAM	Results Assessment Module
RO	Regional Office
SDG	Sustainable Development Goals
TLCO	Timor-Leste Country Office

ToC	Theory of Change
UNDP	United Nations Development Programme
UNEG	United Nations Evaluation Group
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
UNICEF TL	United Nations Children's Fund Timor-Leste
UNSDCF	United Nations Sustainable Development Cooperation Framework
USAID	United States Agency for International Development
WASH	Water, sanitation and hygiene (WASH)
WB	World Bank
WFP	World Food Programme
WHO	World Health Organisation

Table of Contents

<i>Acronyms</i>	<i>ii</i>
1. Introduction	1
1.1. Purpose and Objectives of the Evaluation	1
1.2. Evaluation Uses and Users	2
1.3. Scope of the Evaluation	8
2.1. Country Context	9
2.2. Object of the Evaluation	11
2.2.1. Results areas	13
2.2.2. Key Collaborations and Partnerships	22
2.2.3. Reconstructed Theory of Change and its use	26
3. Evaluation Approach and Methodology	29
3.1. Evaluation Approach	29
3.2. Evaluation Methodology	30
3.2.1. Data Collection Methods and Sample Size	30
3.2.2. Data Analysis	43
3.2.3. Strength of evidence	43
4. Evaluation Criteria, Questions and Framework	45
4.1. Evaluation Criteria	45
4.2. Evaluation Questions and Framework	45
5. Evaluation Norms and Ethical Considerations	48
5.1. Risk Management	48
6. Quality Assurance	50
6.1. Internal and External Quality Assurance	50
6.2. Evaluation Team – Roles and Responsibilities	50
6.3. Role of UNICEF and Evaluation Reference Group	52
6.4. Writing Responsibilities	53
7. Work Plan and Deliverables	54
8. Annexes	56
8.1. ANNEX 1: List of Reference / Documents reviewed	56
8.2. ANNEX 2: Evaluation Framework	58

8.3. ANNEX 3: List of people interviewed.....	62
8.4. ANNEX 4: Data collection tools	62
8.5. ANNEX 5: List of inception phase questions.....	73
8.6. ANNEX 6: Ethical Clearance	74

List of Figures

FIGURE 1: THEORY OF CHANGE (TOC).....	28
FIGURE 2: EVALUATION TEAM STRUCTURE	51
FIGURE 3: EVALUATION PHASES AND TASKS	54

List of Tables

TABLE 1: EVALUATION USES AND THEIR INTEREST/ENGAGEMENT IN THE EVALUATION.....	3
TABLE 2: COUNTRY PROGRAMME ALLOCATED BUDGET (AS PER THE COUNTRY PROGRAMME DOCUMENT (CPD) – 2021-2025	12
TABLE 3: THE CP COMPONENTS, OUTCOME, OUTPUT LEVEL RESULTS AREAS AND RELATED IMPLEMENTATION STRATEGIES ...	14
TABLE 4: LINKAGES OF CP RESULTS AREAS WITH UNICEF STRATEGIC PLAN, GOVERNMENT, UNSDCF, UNICEF PROGRAMME AND CRC.....	18
TABLE 5: KEY PARTNERSHIPS AND LINKAGES WITH OTHER AGENCIES.....	22
TABLE 6: UNICEF INTERVENTIONS AT MUNICIPALITY LEVEL	24
TABLE 7: SURVEY RESPONDENTS AND PROPOSED SAMPLE	32
TABLE 8: SAMPLE FOR KEY INFORMANT INTERVIEWS.....	32
TABLE 9: SUMMARY OF PROPOSED SAMPLE ACROSS ALL DATA SOURCES.....	33
TABLE 10: PROPOSED SAMPLE OF MUNICIPALITIES FOR FIELD LEVEL DATA COLLECTION.....	33
TABLE 11: MUNICIPALITY LEVEL INTERVENTION MAPPING AND KEY DEPRIVATIONS WITHIN EACH MUNICIPALITY.....	35
TABLE 12: STRENGTH OF EVIDENCE RATINGS	43
TABLE 13: EVALUATION CRITERIA AND QUESTIONS	45
TABLE 14: LIMITATIONS AND MITIGATION MEASURES.....	49
TABLE 15: ROLES AND RESPONSIBILITIES OF THE EVALUATION TEAM	51
TABLE 16: ROLES AND RESPONSIBILITIES OF UNICEF AND THE ERG.....	52
TABLE 17: STRUCTURE OF THE EVALUATION REPORT AND THE PROPOSED WRITERS/REVIEWERS.....	53

1. Introduction

As a part of its continuous engagement, UNICEF in Timor-Leste (TL) implemented its Country Programme 2021-2025 across the country, covering several sectors including child health, protection, education, inclusion, and participation. In June 2024, UNICEF TL commissioned an independent evaluation of this Country Programme. The purpose of this Inception Report is to present the Evaluation Team's (ET's) understanding of the evaluation requirements, including its purpose, objectives, evaluation questions, methodology, work plan and management. This report is the first evaluation deliverable and sets out future processes. It is informed by an inception phase that took place from June to July 2024.

As part of this inception phase, the ET conducted 8 key informant interviews (KIIs) with multiple stakeholders (UNICEF staff, implementing partners and government officials in Timor-Leste). The ET also reviewed a broad range of documents, with over 20 key documents (see Annex 1 for a list of documents that as part of the desk review) and monitoring data. This helped to inform the ET's understanding of the response as well as any changes in the evaluation requirements.

The stakeholder engagements in the inception phase drew attention to several potential challenges to the evaluation, as well as the challenges being experienced during the implementation of initiatives under the UNICEF CP 2021-2025. These will be assessed in this evaluation. The evaluation will be delivered as per the requirements in the Terms of Reference (ToR) without any major modifications.

1.1. Purpose and Objectives of the Evaluation

As this evaluation comes before the end of the CP (2025) it is formative in nature. With the evidence generated, it is expected to help course correct and improve performance during the remaining period of the current CP as well as **help inform the design of the next CP** due in the third quarter of 2024. In addition, it will **serve a broader information need** by providing evidence to inform the development of the new UN Sustainable Development Cooperation Framework (UNSDCF). For this reason, this CPE is **timely, and utility driven** serving predominantly a **learning purpose** both for UNICEF and other key stakeholders/partners. However, there will be an element of **accountability** as it will provide a light touch assessment of the extent to which progress has been made towards planned results and contribution to national development results and UNICEF's contribution to UNSDCF results. The evaluation will, therefore, serve the **dual purpose of learning and to a lesser degree, accountability.**

There are four evaluation objectives:

1. Assess the relevance, coherence, effectiveness, efficiency, and sustainability of the implementation strategies and modalities of the CP to ascertain the extent to which these have been implemented strategically at three levels; national (upstream); subnational (municipality) (midstream); and downstream - community (parents, caregivers, immediate service providers, children, and adolescents).

2. Provide a light-touch assessment of progress made towards achievement of planned results of the country programme, and the contribution to national development results and UNICEF's contribution to UNSDCF results.
3. Provide an assessment of UNICEF's strategic positioning (added value and comparative advantages) within the development community and national partners.
4. Identify lessons learned about what works and does not work and provide a set of forward-looking and actionable recommendations for positioning and building on the comparative advantage that UNICEF already has.

1.2. Evaluation Uses and Users

There are multiple users of this evaluation, both **primary and secondary**. These include internal, external, national actors and programme beneficiaries. The UNICEF Timor-Leste Country Office (TLCO) and the Government of Timor-Leste are intended to be the primary users whilst national partners, UNICEF East Asia and Pacific Regional Office, UN agencies, implementing partners such as Civil Society Organizations (CSOs), International Non-Government Organizations (INGOs), private sector, academicians, donors, duty bearers and rights holders are the secondary users.

More detailed information about evaluation users and their interest in this evaluation is provided in Table 1 below.

Table 1: Evaluation users and their interests/engagement in the evaluation

Type of evaluation users	Users	Interest in/expectations from the evaluation	Support to/ engagement in the evaluation	Use of evaluation
Primary stakeholders	UNICEF Timor-Leste Country Office (TLCO)	<p>Evidence informed evaluation report with findings and action-oriented recommendations to:</p> <ul style="list-style-type: none"> ○ Support TLCO's strategic and operational planning and management decisions for the continuation of support and preparation for the future Country Programme. ○ Inform the TLCO on the national and local resource management and ensure efficient use of human, financial, material and time resources. ○ Inform policy making, support operational management decisions for better programme implementation. ○ Inform the structure, including integration of sections in the next Country Programme. 	<p>Provide guidance and advice on appropriate process and potential issues in the design, approach, methods, instruments, information sources and possible policy and programmatic areas for the evaluation.</p> <p>Review and provide feedback on the evaluation deliverables, participate in data collection, and provide programme-related information to support the evaluation in meeting its objective. Participate in key engagement events.</p>	<p>Use findings to inform the design and structure, strategic approaches to programming, implementation, and sector priorities for the next Country Programme,</p> <p>Inform decision-making for the TLCO's strategic direction on investment and resource allocation in the next country programme in Timor-Leste,</p> <p>Use insights related to UNICEF's comparative advantages for the programme design and implementation, and influence scale-up of the UNICEF supported programmes.</p> <p>Inform UNICEF's approach on providing effective future support to the Timor-Leste Government,</p> <p>Learn from and enhance technical and operational aspects of the implementation of the current Country Programme to ensure its relevance, effectiveness for the beneficiaries at national, subnational and community level.</p>

Type of evaluation users	Users	Interest in/expectations from the evaluation	Support to/ engagement in the evaluation	Use of evaluation
Primary stakeholders	<p>Government of Timor-Leste, including Prime Minister's Office, Ministry of Health (MoH), Ministry of Social Solidarity and Inclusion (MoSSI), Ministry of Public Works (MoPW), Ministry of Justice (MoJ), Ministry of Education, Youth and Sport (MoEYS), Ministry of Agriculture and Fisheries (MoAF), Ministry of State Administration (MoSA)</p> <p>Specifically, Ministry of Finance (MoF) as a main coordinating body</p>	<p>To enhance the Timor-Leste Government's efforts on policy, action, and implementation of the childhood education programmes, children protection and nutrition programmes, and children participation and inclusion programmes through sound, sustainable, and national and locally owned interventions.</p> <p>To provide insights on coordination with key Government divisions such as Ministry of Finance on implementation strategy, monitoring, coordination, and decision-making support in planning and strategic roll-out.</p>	<p>Provide guidance and advice on appropriate process and potential issues in the design, approach, methods, instruments, information sources and possible policy and programmatic areas of evaluation.</p> <p>Review and provide feedback on the draft evaluation deliverables, participate in data collection, and provide programme-related information to support the evaluation in meeting its objective. Participate in key engagement events.</p>	<p>Provide learning on relevance, effectiveness, efficiency, and sustainability of jointly implemented programmes between the TLCO and the Government.</p> <p>Inform relevance and alignment with the relevant national strategies on the issues addressed in the UNICEF Country Programme 2021-2025, addressing any lessons learnt and incorporating best practices.</p> <p>Enhance coordination and better coherence helping to achieve greater progress, uptake, scale-up, and sustainability of health, protection, education, and social inclusion related activities.</p> <p>Potentially inform advocacy and enhance ownership by the government.</p>
Secondary stakeholders	<p>UNICEF East Asia and Pacific Regional Office (EAPRO) and HQ</p>	<p>To provide information relating to gaps, good practices for use by the UNICEF regional office, when guiding programming in other contexts.</p>	<p>Participate in data collection activities.</p> <p>Review and comment on the evaluation deliverables and draw strategic insights and reflections for use in the regional context and implementation in East Asia and the Pacific regions. Participate in key engagement events.</p>	<p>Inform planning and resource allocation for EAP Regional Office support to Timor-Leste,</p> <p>Identification and dissemination of lessons learned for their initiatives in other regions.</p>

Type of evaluation users	Users	Interest in/expectations from the evaluation	Support to/ engagement in the evaluation	Use of evaluation
Secondary stakeholders	UN agencies/ development partners Strategic	<p>To provide information related to gaps, good practices, and synergies within the UN system and other strategic international organizations, and to adapt and contextualize information for greater local ownership</p> <p>To provide greater clarity on UNICEF's role and positioning in a wider development and humanitarian context specifically child survival and development, education, protection and social inclusion interventions and implementation strategies.</p>	<p>Participate in data collection activities and key engagement events.</p> <p>Provide access to documents and key informants</p>	<p>Clarify UNICEF's role, improve collaboration and complementarity, and ensure adjustments and good practices are captured and accessed by UN country teams.</p> <p>Use findings to inform strategic development of the next UN Sustainable Development Cooperation Framework (UNSDCF).</p>
Secondary stakeholders	Donors/private sector	<p>To provided information on results achieved and the utilisation of programme funds.</p> <p>To inform on areas that need further investment and improvements to better support results in the next CP.</p> <p>To contribute to donor/private sector strategies and their future involvement with UNICEF for financial support.</p>	<p>Participate in data collection activities.</p> <p>Will receive the public version (summary) of the evaluation report.</p>	<p>Use of evaluation evidence and recommendations to inform future funding and strategic decisions.</p>
Secondary stakeholders	Cooperating/ implementing partners at the country level (INGOs / NGOs / CSOs).	<p>To enhance collaboration and synergies, helping to achieve greater coordination, integration, uptake, scale-up and sustainability.</p>	<p>Participate in data collection activities.</p> <p>Participate in debriefings and dissemination workshops.</p>	<p>Greater awareness of the UNICEF's mandate in children's health, education, protection and social inclusion programmes, and their work with government.</p>

Type of evaluation users	Users	Interest in/expectations from the evaluation	Support to/ engagement in the evaluation	Use of evaluation
			Have access to the summary evaluation report.	<p>Experience (direct or indirect) in strategies, objectives, strengths, and challenges may lead to increased coordination efforts and stronger partnerships.</p> <p>Information may help to refine their approaches, identify gaps, and showcase achievements and good practices.</p>
Secondary stakeholders	Other Government bodies such as Commission on the Rights of the Child, national police, academia, National Institute of Public Administration, Secretariat of State for Youth and Sports, Secretariat for Social Communications, Chamber of Commerce, Industry of Timor-Leste	<p>To enhance Government Bodies efforts on implementation of the sector specific programmes through sound, sustainable, and national and/or locally owned activities.</p> <p>To enhance collaboration and synergies among national institutions as well as collaboration with UNICEF, clarifying mandates and roles, and accelerating progress towards replication, hand-over and sustainability.</p>	<p>Participate in data collection activities.</p> <p>Have access to the summary evaluation report.</p>	Use of evaluation findings and best practices will support Government's efforts and UNICEF's involvement in relevant sectors.
Secondary stakeholders	Beneficiaries	Beneficiaries and communities are respondents and recipients of the information generated by the evaluation which will inform relevance and effectiveness of future Country Programme as well as to determine the same for existing Country Programme. They may be interested in how	<p>Participation as respondents in FGDs.</p> <p>Youth and adolescent (through their networks) may be involved in supporting ET during data collection as well as participating in validation and recommendation workshops.</p>	They may use the findings to create demand for the services they require and influence decisions.

Type of evaluation users	Users	Interest in/expectations from the evaluation	Support to/ engagement in the evaluation	Use of evaluation
		the programme has affected them and improve engagement		

Source: Inception Phase interviews, document review and ET's own assessment/judgement

1.3. Scope of the Evaluation

The scope of the evaluation will include:

- **Programming period:** the evaluation will assess the Country Programme from 2021-2024, which will include the COVID-19 pandemic period and enable assessment of the extent to which the CP was able to adapt to these changes.
- **Evaluation criteria:** will only include an assessment of programme relevance, effectiveness, efficiency, coherence, and sustainability.
- **Intervention levels will include national, subnational and community levels whilst implementation strategies will include** evidence generation, policy dialogue and advocacy, systems strengthening, service delivery, partnerships capacity building (community and institutional), cross sectoral programming.
- **Programme components, results, and indicators:** The evaluation will cover assessment against all the four Country Programme results as detailed in the Programme Results Framework given in the CPD. **Output level** indicators are currently not provided in the results framework and therefore will be obtained using the Results Assessment Module (RAM) so that light touch assessment against these can be undertaken.
- **Geographical coverage:** will include national and sub-national levels (municipality and community) and further selection will be done to determine which of the 13 municipalities to include for data collection. This is likely to be 2 with current funding and additional funding will enable data collection from three municipalities. Municipality level mapping is in progress to determine selection of municipalities.
- **Partners:** UNICEF has been working with its government counterpart at national and subnational levels as well as UN agencies, INGOs/ CSOs, academicians, implementing partners and these will all be included within the evaluation scope.
- **Thematic scope:** will include assessing UNICEF's strategic positioning and added value at national, subnational and community levels (upstream, midstream, and downstream).
- **Out of scope:** This is a strategic evaluation and therefore will not focus on evaluating each of the sectors that UNICEF works in.

Additional areas within the evaluation scope because of inception phase interviews with key staff from UNICEF Timor-Leste Country Office are given below:

- Reasoning behind integration of different program sections, which will be especially relevant for the next programming cycle.
- Identify the roles and challenges of the operations teams (e.g., HR, finance, logistics, procurement etc.), in their support during programme implementation.
- Coordination with other relevant organisations/agencies (e.g., UN) in the country to better understand their mandates and capacities and interest in working with UNICEF, as well as ascertain effects of having coordination mechanisms.
- The effectiveness of risk mitigation strategies envisioned within the Country the Programme design.

2. Background and Context

2.1. Country Context

Timor-Leste, also known as East Timor, gained independence from Indonesia in 2002, making it one of the youngest countries in the world. It has a population of over 1.3 million people¹, with 69% living in rural areas and a general life expectancy of 68 years.²

Over the last two decades, the country has worked towards establishing a stable economic and political environment. With 42% of population living below the national poverty line³, the recent government focused on institutional reforms to ensure fiscal sustainability and economic growth, emphasising the need for robust fiscal rules and expenditure rationalisation.⁴ The economy of Timor-Leste showed resilience with a growth rate of 3.9% in 2022, driven by public consumption and investment.⁵ However, the country faces economic challenges, including high inflation, which peaked at 9.6% in March 2023 due to rising food and non-food prices.⁶ While future economic development will depend on several factors, the country will primarily rely on the agricultural sector employing nearly 38% of the national labour force.⁷ The biggest threat to **macroeconomic stability** is rapidly declining oil production, one of the pillars of Timor-Leste's economy, **necessitating diversification and adaptations in fiscal management**.

Timor-Leste's population is predominantly young, with a median age of 21 and 35% being under 15 years of age.⁸ Despite some considerable progress towards achieving child-related Sustainable Development Goals (SDGs), particularly in **SDG4** Quality Education, **SDG3** Good health and well-being, **SDG2** Zero hunger, and **SDG1** No poverty⁹, youth and children in Timor-Leste still face numerous challenges, including high rates of malnutrition, limited access to quality education, and inadequate healthcare services. According to UNICEF, about 47% of children under five suffer from stunting and 8.6 % are affected by wasting, both linked to food insecurity, poor dietary practices, and inadequate maternal and child health services.¹⁰ As of the last available data from 2016, the pregnancy-related mortality ratio was 218 deaths per 100,000 live births, and the infant and under-5 mortality rates were 30 and 41 deaths per 1,000 live births, respectively.¹¹ Preschool education access is very low at about 24%. Whilst enrolment at primary school level has shown progress, there is high repetition and dropout rates. There are also language barriers that need to be addressed. Other challenges facing Timor-Leste is waste management.

Timor-Leste has achieved the SDG target 5.5 on women's full and effective participation, as measured by women's representation in Parliament and is on track to achieve indicator 5c1 on tracking of budgets on

¹ United Nations population projection figures for 2019.

² World Bank, Country Profile Timor-Leste

³ <https://www.undp.org/timor-leste/economic-transformation>

⁴ The World Bank. (2023). Timor-Leste Economic Report Ways to Harvest Prosperity.

⁵ The World Bank. (2024). Timor-Leste Economic Report Fit for Purpose: Crafting a Stable, Inclusive and Resilient Financial Sector.

⁶ The World Bank. (2023). Timor-Leste Economic Report Ways to Harvest Prosperity.

⁷ The World Bank. (2023). Timor-Leste Economic Report Ways to Harvest Prosperity.

⁸ The World Bank. (2023). Seizing Opportunities of a Lifetime: The Timor-Leste Human Capital Review. Washington, DC: World Bank.

⁹ <https://timorleste.un.org/en/sdgs>

¹⁰ Timor-Leste. Food and Nutrition Survey 2020

¹¹ General Directorate of Statistics (GDS) and ICF. (2018). 2016 Timor-Leste Demographic and Health Survey Key Findings. Rockville, Maryland, USA: GDS and ICF.

gender equality.¹² However, compared regionally and globally, the country fails on seven other SDG indicators, exacerbated by **high domestic and gender-based violence**, with 38% of girls and women aged 15 to 49 years experiencing some form of physical violence, and 75% of married women being violated by their partners.¹³ Progress on the SDG 6 on universal access to basic sanitation is still weak, with significant disparities in access to proper sanitation and water between rural (30%) and urban areas (2%). Public expenditures on health are at 3.7%.¹⁴ The country has **the highest multidimensional poverty rate among Southeast Asian countries**, with 45.8% of the population being multiple-dimensionally poor.¹⁵

Despite improvements in education and pre-school enrolment rates specifically, Timor-Leste is still away from achieving SDG4, or its own targets, with challenges remaining particularly in rural areas.¹⁶ **Pre-school enrolment** for children aged 3-5 years reached 24% in 2019, a significant increase but still below the 2015 target of 50%.¹⁷ Primary school gross enrolment rates showed progress, with high rates in the first two cycles of basic education (Gross Enrolment Rate (GER) 109% for Cycles 1 and 2) and 96% for Cycle 3. However, **many children drop out or repeat cycles instead of progressing to secondary school**.¹⁸ Gender disparities persist, with a literacy rate of 64.2% for women compared to 71.9% for men.¹⁹ Timor-Leste has the **lowest education expenditure in the region**, at 8% of total government expenditure (compared to, for example, the highest ranked Singapore with 29%).²⁰ Schools lack adequate infrastructure and resources, teacher quality and training are low, and high dropout rates remain a challenge. Classrooms are often overcrowded, and there is a shortage of educational materials and facilities, hampering the ability of students to learn effectively and teachers to deliver quality education.²¹ Efforts to enhance educational outcomes include developing national education policies, teacher training programs, and infrastructure development, but further developments are needed.

To encourage inclusion and youth civic participation, the government established **the National Youth Policy and the Youth Parliament**, formed in October 2009, giving a voice to youth aged 12-17 years. However, **there is room for improvement in the relationship between this youth-dedicated body and the government**, especially regarding decision-making processes and policymaking.²²

To address these challenges, the government needs to enhance its national legislative policies and adopt international standards. Timor-Leste is guided by strategic documents such as the Timor-Leste Strategic Development Plan 2011-2030 (SDP) and sector-specific plans like the National Education Strategic Plan 2011-2030 (NESP), the Education Sector Plan (ESP) 2020-2024, and the National Policy for Inclusive Education. In nutrition, it adopted the National Nutrition Strategy 2014-2019; in sanitation, the National Basic Sanitation Policy (2012); and in gender-based violence, the National Action Plan on Gender-based Violence and the Law against Domestic Violence. For child rights, it adheres to the Convention on the

¹² UNSDCF Timor-Leste 2021-2025

¹³ The World Bank. (2023). Seizing Opportunities of a Lifetime: The Timor-Leste Human Capital Review. Washington, DC: World Bank.

¹⁴ Government of Timor-Leste and UNICEF. (2020). Situation Analysis of Children in Timor-Leste, Dili, Timor-Leste

¹⁵ UNSDCF Timor-Leste 2021-

¹⁶ Government of Timor-Leste and UNICEF. (2022). Final Report: Country-Led Evaluation of Preschool Education in Timor-Leste

¹⁷ Government of Timor-Leste and UNICEF. (2020). Situation Analysis of Children in Timor-Leste, Dili, Timor-Leste.

¹⁸ Government of Timor-Leste and UNICEF. (2020). Situation Analysis of Children in Timor-Leste, Dili, Timor-Leste.

¹⁹ Index Mundi. Timor-Leste Demographics Profile

²⁰ Government of Timor-Leste and UNICEF. (2020). Situation Analysis of Children in Timor-Leste, Dili, Timor-Leste.

²¹ The World Bank. (2023). Seizing Opportunities of a Lifetime: Then Timor-Leste Human Capital Review. Washington, DC: World Bank.

²² Government of Timor-Leste and UNICEF. (2020). Situation Analysis of Children in Timor-Leste, Dili, Timor-Leste.

Rights of the Child and other international conventions. However, some **international conventions, such as the Hague Convention on Protection of Children and Cooperation in Respect of Intercountry Adoption, was ratified in 2009 but pending implementation, and the Early Childhood Development (ECD) Policy has not yet been adopted.**²³

Timor-Leste faces **significant challenges due to climate change**, including extreme weather events such as strong winds, landslides, floods, and droughts, which exacerbate existing socio-economic issues and elevate development costs. In addition, rising sea-surface temperatures pose threats to marine ecosystems, vital for local food security and livelihoods.²⁴ UNICEF collaborates with local and international partners to build an evidence base for policy frameworks, mobilise resources, and initiate national capacity building on climate change, such as the proposal to the Green Climate Fund to integrate climate change readiness in water resources management.²⁵ However, despite such efforts, Timor-Leste ranks **15th among countries in the world, at highest disaster risk and remains highly vulnerable to natural risks**, leaving the country far behind reaching the SDG 13 and SDG 15.²⁶

Moreover, the country has been **significantly impacted by the COVID-19 pandemic**, which posed numerous challenges and slowed the socio-economic progress. The pandemic led to disruptions in essential services such as education, health, and social protection, exacerbating existing vulnerabilities in the country, to which UNICEF responded by providing critical medical supplies, enhancing water, sanitation, and hygiene (WASH) facilities, and ensuring the continuity of education through remote learning initiatives.²⁷

2.2. Object of the Evaluation

Guided by the Timor-Leste Strategic Development Plan (2011-2030) and aligned with the Sustainable Development Goals (SDGs) and the 2030 Agenda for Sustainable Development, UNICEF Timor-Leste has been implementing its Country Programme (2021-2025) to address key challenges facing children in the country and is the object of this evaluation as described below.

The CP aims to support the Government of Timor-Leste in accelerating its efforts to meet the Sustainable Development Goals (SDGs), reduce poverty, and maintain socio-economic stability with the explicit focus on children and their overall well-being. It is integrated with the United Nations Sustainable Development Cooperation Framework (UNSDCF) for 2021-2025, core of the UN development system reform in Timor-Leste, aimed at supporting and accelerating the country's progress towards achieving the SDGs and its national development priorities.

While the Country Programme 2021-2025 represents a continuation of efforts from the previous CP, it also aims to be more responsive and address some of the current country challenges more effectively. To this end, the 2021-2025 Programme incorporated several lessons learned, primarily leveraging partnerships, ensuring advocacy with high-level officials in sectors such as law and policy development, community

²³ UNICEF. Country Profiles for Early Childhood Development, Countdown to 2030 Women's, Children's, and Adolescent's Health.

²⁴ <https://www.unicef.org/eap/press-releases/climate-action-last-mile-reaching-most-vulnerable-children>

²⁵ UNICEF. (2020). Timor-Leste Country Office Annual Report.

²⁶ UNSDCF Timor-Leste 2021-2025

²⁷ <https://www.unicef.org/timorleste/stories/unicef-supports-covid-19-response-timor-leste>

engagement, and addressing issues related to adolescents, gender, and violence against women, girls, and children. The Programme also focuses on government resource and capacity constraints and their impact on the sustainability of programs. Additionally, it emphasises the need for youth/adolescent participation and inclusion in decision-making and their empowerment as changemakers, resulting in the incorporation of a new focus area on Inclusion and Participation.²⁸

Strategic Implementation

UNICEF uses a multi-level approach and operates on three levels:

1. **Upstream (national)** – At the upstream level, UNICEF focuses on influencing national policies, frameworks, and strategies to create an enabling environment for children's rights and development. This involves working directly with the government, national institutions, and other key stakeholders to shape the overall policy landscape.
2. **Midstream (sub-national/municipal)** – At the midstream level, UNICEF targets interventions at regional, provincial, or municipal levels. This involves collaborating with local governments and institutions to implement and scale policies and programmes tailored to the specific needs of different regions.
3. **Downstream (community)** - At the downstream level, UNICEF focuses on direct engagement with communities, families, and children. This level of operation aims to address the immediate needs of children and ensure that services reach the most vulnerable populations.

The Country Programme applied various implementation strategies and modalities to achieve its outcomes and results:

- Systems strengthening, though capacity building, emergency supplies.
- Piloting to programming at scale.
- Evidence-based advocacy.
- Developing and leveraging resources and partnerships.
- Promoting innovations.
- Increasing the participation and voice of children in defining and determining the country's future.

Duration

The duration of the UNICEF Country Programme in Timor-Leste is from 2021 to 2025. This is part of a continuous effort to support the country's development goals and aligns with the Timor-Leste Strategic Development Plan 2011–2030. The programme is currently in its mid-phase of implementation, focusing on scaling up successful initiatives and introducing new strategies to address emerging challenges.

Budget

Total allocated budget for the five-year CP was \$45.615.000,00. This included \$5.615.000,00 from regular resources, subject to the availability of funds, and \$40.000.000,00 from other resources, contingent on specific-purpose contributions. The Programme included five components with their respective budget allocations, (Table 2).

Table 2: Country Programme allocated budget (as per the Country Programme Document (CPD) – 2021-2025

Programme component	Regular resources	Other resources	Total
---------------------	-------------------	-----------------	-------

²⁸ UNICEF. (2021). Timor-Leste Programme Strategy Notes

Child survival and development	\$840.000,00	\$16.000.000,00	\$16.840.000,00
Learning	\$840.000,00	\$12.000.000,00	\$12.840.000,00
Child protection	\$1.125.000,00	\$6.000.000,00	\$7.125.000,00
Inclusion and participation	\$1.685.000,00	\$4.000.000,00	\$5.685.000,00
Programme effectiveness	\$1.125.000,00	\$2.000.000,00	\$3.125.000,00
Total	\$5.615.000,00	\$40.000.000,00	\$45.615.000,00

Source: Country Programme Document (P.9)

2.2.1. Results areas

Overall, the CP aimed to contribute to national efforts so that ‘all children and adolescents progressively fulfil their basic rights to survival, care, learning, protection, and participation to reach their full potential in safe, healthy, and green communities’, (Impact). It targeted four components with related outcome level results:

Component 1: Child Survival and Development – By 2025, the rate of undernutrition and neonatal mortality reduced through equitable and inclusive access to and utilisation of quality [environment-friendly] health, nutrition, and water, sanitation, and hygiene (WASH) services with special focus on children, adolescent (boys and girls) and women of reproductive age.

Component 2: Learning – By 2025, children irrespective of gender, ability, socio-economic and geographic status are in age- appropriate learning pathways (traditional or innovative alternate pathways) stimulated by a positive policy environment and social norms.

Component 3: Child Protection – By 2025, girls and boys increasingly benefit from a functioning child protection system, quality services, and practise positive behaviours that prevent and respond to violence and promote a protective environment.

Component 4: Inclusion and Participation - By 2025, children, particularly the most marginalized, benefit from pro-poor, equity- focused plans and budgets and from systematic inclusion in decision-making and solution-finding processes.

It planned to achieve the outcomes through 15 output level results. The CP components, outcome results areas and related outputs are given in Table 3 below.²⁹

²⁹ The CPD provides outcome level indicators but not output level indicators which the ET will identify from the Results Assessment Module reports (RAM) during data collection and assess the CP against.

Table 3: The CP components, outcome, output level results areas and related implementation strategies

Components	Outcomes	Outputs	Implementation strategies	Implementation level
Child survival and development	1. By 2025, the rate of undernutrition and neonatal mortality reduced through equitable and inclusive access to and utilization of quality [environment friendly] health, nutrition and water, sanitation, and hygiene (WASH) services with special focus on children, adolescent (boys and girls) and women of reproductive age	<p>1.1. Government systems and institutions capacity increased to deliver equitable, accessible, and quality maternal, neonatal and child health and immunization services, including in emergencies</p> <p>1.2. Municipality health workers capacity increased to deliver quality nutrition services, address undernutrition, and support optimal growth and development.</p> <p>1.3. Government capacity increased to deliver basic and climate resilient WASH services at households and in institutions (health facilities and schools)</p> <p>1.4. Key community influencers are capacitated to promote positive social norms and healthy behaviours and increase demand for quality nutrition, health, and WASH services</p>	<p>National and sub-national system strengthening (service delivery)</p> <p>Capacity-building for improved quality service strengthening the community health, nutrition, and WASH programs; participation and ownership (community/institution building)</p> <p>Strengthening communication for community and social behaviour change</p> <p>Strengthening the quality of data and the culture of use of data and evidence for decision making (evidence generation)</p> <p>Partnerships/ cross-sectoral programming and management</p> <p>Advocacy and leveraging (Policy Dialogue and Advocacy)</p> <p>Visibility</p>	National Municipality Community
Learning	By 2025, children irrespective of gender, ability, socio-economic and geographic status are in age-appropriate learning pathways (traditional or innovative alternate pathways) stimulated by positive policy environment and social norms	<p>2.1. Government and partners capacities increased to increase equitable access to quality ECD programmes.</p> <p>2.2. School leaders and teacher capacity increased to provide quality basic and secondary</p>	<p>System-strengthening & service delivery</p> <p>Capacity-building ((community/organisational)</p> <p>Partnerships/ cross-sectoral programming</p> <p>Evidence-generation, policy dialogue & advocacy</p>	National Municipality Community

Components	Outcomes	Outputs	Implementation strategies	Implementation level
		<p>learning opportunities and improve learning outcomes.</p> <p>2.3. Government and partners capacities enhanced to develop and execute innovative and alternative pathways to promote lifelong learning, including in emergencies.</p> <p>2.4. Families, schools, communities, civil and religious organizations have increased capacities and opportunities to actively promote positive social norms and child -friendly and inclusive learning environments</p>		
Child protection	3. By 2025, girls and boys increasingly benefit from a functioning child protection system, quality services, and practice positive behaviours that prevent and respond to violence and promote a protective environment	<p>3.1. Parliament and Government have improved political will, knowledge, capacities, and evidence to develop and enact laws, policies, regulatory frameworks, and budgets for an effective child protection system, including in emergencies.</p> <p>3.2. Child protection workforce has increased capacities, accountability, and supervision to deliver, coordinate and monitor child -sensitive protection services.</p> <p>3.3. Children, families, caregivers, and communities have increased knowledge, skills, and attitudes to prevent, reduce and respond to violence.</p>	<p>Planning, Developing and Supporting the Social Welfare Workforce (institution/capacity building)</p> <p>Evidence generation and data</p> <p>Leveraging Resources for Child Protection (service delivery/policy dialogue/advocacy)</p> <p>Mobilizing citizens as agents for change (community capacity building)</p> <p>Gender and equity-based programming</p>	National Municipality Community
Inclusion and participation	4. By 2025, children, particularly the most marginalized, benefit	4.1. Government capacity and commitment increased to	Evidence-generation	National Municipality

Components	Outcomes	Outputs	Implementation strategies	Implementation level
	from pro-poor, equity-focused plans and budgets and from systematic inclusion in decision-making and solution-finding processes.	account for child poverty in planning, budgeting, and expanded shock-responsive social protection. 4.2. Government capacity at sub-national level increased to ensure participatory, child-responsive planning and budgeting processes and social accountability mechanisms. 4.3. Children, adolescents, youth, and communities are empowered to demand their rights and act as agents of positive change on social, economic and climate issues. 4.4. Key actors, including opinion leaders, donors, the private sector, the media, and youth, have increased capacity and commitment to leverage their influence to raise the profile of and drive action on children's issues.	Policy dialogue & advocacy (communication for development) Partnerships/ cross-sectoral programming Capacity-building System-strengthening Service delivery	Community

Source: Country Programme Document (2021), TL Learning PSN Jan2021, TL Child Protection PSN Jan2021, TL Inclusion & Participation PSN Jan2021, TL CSD PSN Jan2021

Linkages of CP results areas, including across other UNICEF programmes

CP and its outcome areas were developed in alignment with the main national, international, UNICEF 's and United Nation's strategic and programmatic frameworks. Some of these include the Timor-Leste Strategic Development Plan 2011–2030, Conventions on the Rights of the Child, UNICEF Strategic Plan 2018–202, UNSDCF as well as SDGs.

More specifically linkages of each outcome areas are given below in Table 4 including with other UNICEF programmes.

Table 4: Linkages of CP results areas with UNICEF Strategic Plan, Government, UNSDCF, UNICEF programme and Convention on the Rights of the Child (CRC)

Outcome	Linkages to UNICEF Strategic Plan	Linkages with Government of Timor-Leste	Linkages with Nations Sustainable Development Cooperation Framework UNSDCF (2021-2025)	Linkages with other UNICEF programmes	Linkages to CRC
Child survival and development	<p>Goal Area 1: Every Child survives and thrives. Goal Area 4: Every Child lives in a safe and clean environment.</p> <p>Cross-cutting priorities on Humanitarian Action and Gender Equality. UNICEF global priorities and regional headlines for Health, Nutrition and WASH including UNICEF Global WASH Strategy 2016-2030 and the new Global Nutrition Strategy.</p>	<p>Strategic Development Plan (2011-2030) chapter on social capital, in alignment with Timor-Leste Health Policy Framework (2002).</p> <p>Key government strategies/plans: National Health Sector Strategic Plan (2011-2030) Reproductive, Maternal, New-born, Child, and Adolescent Health (RMNCAH) Strategy (2020-2025)</p> <p>National Health Sector Nutrition Strategic Plan (2020-2025)</p> <p>TL National Strategic Plan for Rural Sanitation (2013)</p> <p>TL National Basic Sanitation Policy (2012).</p>	<p>Goal Areas 1: Nutrition, Food Security, and sustainable agriculture. Goal Area 4: Quality Health Care and Well-Being. Goal Area 6: Sustainable Management of Natural Resources and Resilience to Climate Change.</p>	<p>Learning programme to address linked determinants WASH in schools, school health and nutrition programme DRR and climate change, preschool and parent education, adolescent health.</p> <p>Child Protection interventions relating to violence prevention and public health workers.</p> <p>Inclusion and Participation through generating dialogue, visibility, advocacy for budgetary allocations to the Health, Nutrition and WASH sectors and social protection strengthening sub-national capacity for planning, budgeting, and expenditure tracking, and addressing inequity</p> <p>Operations to implement the supply component of the Child Survival and Development (CSD) programme and strengthening capacity of implementing partners and rational resources management for children</p>	<p>Article 6 (children survive and develop healthily); Article 24 (good quality health care, clean water, nutritious food, and a clean environment) Article 27 (a standard of living that meets their physical and mental needs).</p>

Outcome	Linkages to UNICEF Strategic Plan	Linkages with Government of Timor-Leste	Linkages with Nations Sustainable Development Cooperation Framework UNSDCF (2021-2025)	Linkages with other UNICEF programmes	Linkages to CRC
Learning	<p>Strategic Plan Goal Area 2: Every Child Learns seeks to ensure that every girl and boy learns, in both humanitarian and development contexts.</p> <p>UNICEF Education Strategy 2019-2030 to achieve equitable access to learning opportunities; improved learning and skills for all and improved learning in emergencies and fragile contexts.</p> <p>Regional Headlines Results, early moments matters, children grow in safe and sustainable environments and adolescents' potential unleashed.</p>	<p>Government of Timor-Leste's 2011-2030 Strategic Development Plan chapter on social capital</p> <p>National Education Strategic Plan (2011-2030).</p>	<p>Inclusive and Participatory Governance and Quality Public Services and Early Childhood Development and Life-Long Learning Outcomes and Skills.</p> <p>Development and Life-Long Learning Outcomes and Skills</p> <p>SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.</p>	<p>Inclusion and Participation: to campaign for learning pathways for CwDs/ other disadvantaged children, development of skills, research and evaluation, advocacy for budgetary allocations to the Education sector, generating dialogue and visibility.</p> <p>Child Survival and Development Programme: close collaboration WASH in schools, school health and nutrition, DRR and climate change, preschool, and parent education.</p> <p>Child Protection - collaboration to support Ministry of Education, and parenting programmes.</p>	<p>Articles 28 and 29 (rights of the child to education that is directed to his/ her full potential, on the basis of equal opportunity and respect for human rights and fundamental freedoms).</p>
Child protection	<p>Goal Area 3 to protect children from violence and exploitation, in both humanitarian and development contexts.</p> <p>Regional Headlines Results, include Early moments matters, Children grow in safe and sustainable environments and adolescents' potential unleashed.</p>	<p>Government of Timor-Leste's 2011-2030 Strategic Development Plan – the chapter on social capital</p> <p>Child Protection systems; juvenile justice law; and development of a national training system and vulnerable people and families.</p> <p>National frameworks for Child Protection which include:</p>	<p>Sustainable Development Goals (SDGs), particularly related to SDG 5 (gender equality) and SDG 16 (peace, justice, and strong institutions).</p> <p>UNSDCF Inclusive and Participatory Governance and Quality Public Services and Early Childhood Development and Life-Long Learning Outcomes and Skills.</p>	<p>Inclusion and Participation for preventing violence against children, through use of social and digital media, multi-media strategy, Youth Parliament, and other youth groups. Advocate for budgetary allocations, expansion of social protection programmes at national and municipal level.</p> <p>Child Survival and Development for prevention,</p>	<p>Articles 4, 7, 9 a19 and 34</p>

Outcome	Linkages to UNICEF Strategic Plan	Linkages with Government of Timor-Leste	Linkages with Nations Sustainable Development Cooperation Framework UNSDCF (2021-2025)	Linkages with other UNICEF programmes	Linkages to CRC
		National Action Plan for Children (2016-2020); National Action Plans on Gender-Based Violence (2012-2016 and 2017-2021); Draft Law on Child Protection; Child and Family Welfare Policy (2015).		and response to violence against children. Education programme to support the Ministry of Education in creating safe and peaceful school environments: training of teachers; promotion of interpersonal skills; formalize Zero Tolerance into policy and conduct a study about gang violence and its connection to schools.	
Inclusion and participation	Goal 5: Every child has an equitable chance in life.	Government of Timor-Leste's 2011-2030 Strategic Development Plan within social capital National frameworks including the National Action Plan for Children; National Youth Policy; Draft social protection strategy and Draft Public Administration Reform.	Sustainable Development Goals (SDGs)- SDG 1 (poverty), SDG 5 (gender equality), SDG 10 (reduced inequalities), SDG 16 (peace, justice, and strong institutions) and SDG 17 (partnerships for the goals).	Learning programme. Measurement of and advocacy on multidimensional poverty, capacity building on planning and budgeting, Social accountability, cash transfer programmes and ECE information/services. Child Survival and Development programme. Measurement of and advocacy on multidimensional poverty, capacity building on planning and budgeting. Benefit the health, nutrition and water and sanitation sectors, social accountability, cash transfer programme and nutrition information/services, awareness-raising and	Articles 12; 13; 15; 23; 26 and 27

Outcome	Linkages to UNICEF Strategic Plan	Linkages with Government of Timor-Leste	Linkages with Nations Sustainable Development Cooperation Framework UNSDCF (2021-2025)	Linkages with other UNICEF programmes	Linkages to CRC
				advocacy, action on climate change. Child programme, capacity building on equity-driven planning and budgeting, poverty and social protection child, adolescent, and youth participation. Joint working to support the Government in setting up system for birth registration.	

Source: Country Programme Document (2021), Programme Strategy Notes (PSN): TL Learning PSN Jan2021, TL Child Protection PSN Jan2021, TL Inclusion & Participation PSN Jan2021, TL CSD PSN Jan2021

2.2.2. Key Collaborations and Partnerships

The Ministry of Finance (MoF) is the main coordinating body providing strategic direction for UNICEF cooperation with the Government and coordinating the UNSDCF implementation and monitoring.

Table 5: Key partnerships and linkages with other agencies

Area	Government	UN Agencies	Donors	International Non-governmental organizations (INGOs), Civil Society Organizations	Others (Academia, Professional Organizations/Associations and Private Sector)
Child survival and development	Ministry of Health (MoH) and all its Directorates and technical departments Ministry of Public Works (MOPW) mainly the Directorate General of water and sanitation (DGAS) Ministry of Agriculture and Fisheries (MoAF)	World Health Organization (WHO) UNFPA World Food Programme (WFP) Food and Agriculture Organization (FAO) UNDP International Organization for Migration (IOM) World Bank (WB) United Nations Women (UN WOMEN) International Labour Organisation (ILO) United Nations Educational, Scientific and Cultural Organization (UNESCO) The Global Alliance for Vaccines and Immunization (GAVI)	United States Agency for International Development (USAID) Korea International Cooperation Agency (KOICA) Japan International Cooperation Agency (JICA) European Union (EU) DFAT Green Climate Fund (GCF) Asian Development Bank (ADB).	Alola Foundation; Haburas Ita Moris (HIM), SERVIFTULOS ETADEP Timor Aid John Snow Inc. (JSI) St John of God PLAN International CARE International World Vision CATALPA Partnership for Human Development (PHD) Water Aid Mercy Corps Health Alliance International (HAI) Healthnet Catholic Relief Service (CRS) Red Cross Timor-Leste (CVTL), SHARE Marie Stopes Timor-Leste (MSTL), FONGTI Maluk Timor	National University of Timor-Leste (UNTL) University of Dili University of Peace (UNPAZ) University of Sydney University of Western Australia Massachusetts Institute of Technology (MIT) Singapore Polytechnic Institute (SPI) Insper National Medical Association Midwifery Association Public Health Association Women in Engineering (WiE) Youth Parliament Association of People with Disability (ADTL) Generation Unlimited (Gen-U) National Chamber of Commerce Scouts
Learning	Ministry of Education, Youth & Sports Ministry of Health Ministry of Social Solidarity & Inclusion Secretary of State for Civil Protection Ministry of State	The Local Education Group (LEG) including UNESCO, UNDP UNWOMEN, UNFPA	Australian and New Zealand UNICEF National Committees and Government of New Zealand World Bank	Alola Foundation Plan International, Care International Water Aid Child Fund	

Area	Government	UN Agencies	Donors	International Non-governmental organizations (INGOs), Civil Society Organizations	Others (Academia, Professional Organizations/Associations and Private Sector)
	Administration Municipal Administration				
Child protection	Ministry of Social Solidarity and Inclusion Ministry of Justice, Ministry of Education, Youth and Sport, Commission on the Rights of the Child National police, The National Parliament, Public Ministry	UNDP, ILO, UNFPA, UN WOMEN, IOM WHO	DFAT, USAID, Government of JAPAN (JICA)	PRADET, BA FUTURU, Child Fund, World Vision, Plan International. ISAT	National Institute of Public Administration, Legal Training Center, National Police Academy.
Inclusion and participation	Prime Minister's Office Ministry of Finance Ministry of Social Solidarity and Inclusion Ministry of State Administration Commission on the Rights of the Child Secretariat of State for Youth and Sports Secretariat for Social Communications, Chamber of Commerce, and Industry of Timor – Leste	UNDP ILO UN Women UNFPA IOM WHO UNESCO World Bank ADB IMF	European Union Governments of Australia, New Zealand, Portugal, and Japan KOICA USAID Natcoms (Japan, Australia, New Zealand, and Republic of Korea, Northern Europe, and US Fund)	FONGTIL (national umbrella membership-based non-government organization, for Local, National and International NGOs in Timor-Leste); La'o Hamutuk Alola Foundation World Vision Care International Plan International Child Fund Asia Foundation CSOs focused on disabilities Church-based CSOs Religious leaders Catholic Church	Radio Television Timor-Leste Parliament and Municipalities

Beneficiaries

- Children and Adolescents: Primary beneficiaries of programmes aimed at improving health, education, and protection services.
- Women and Girls: Special focus on gender equality, ensuring access to health, education, and protection from violence.
- Families and Communities: Benefit from strengthened support systems and enhanced service delivery, particularly in rural and marginalised areas.

- Policy Makers and Government Officials: Receive capacity building and technical assistance to design and implement effective child-focused policies.
- Civil Society and Community Organizations: Supported with resources and training to effectively serve their communities and engage in the development process.

Geographical scope of the Country Programme

The geographical scope of the country programme is national, subnational (municipality) and community levels with specific focus on rural areas where the majority of the population resides and where access to services is most limited. Details regarding UNICEF interventions at municipality level are given in Table 6 below.

Table 6: UNICEF interventions at municipality level

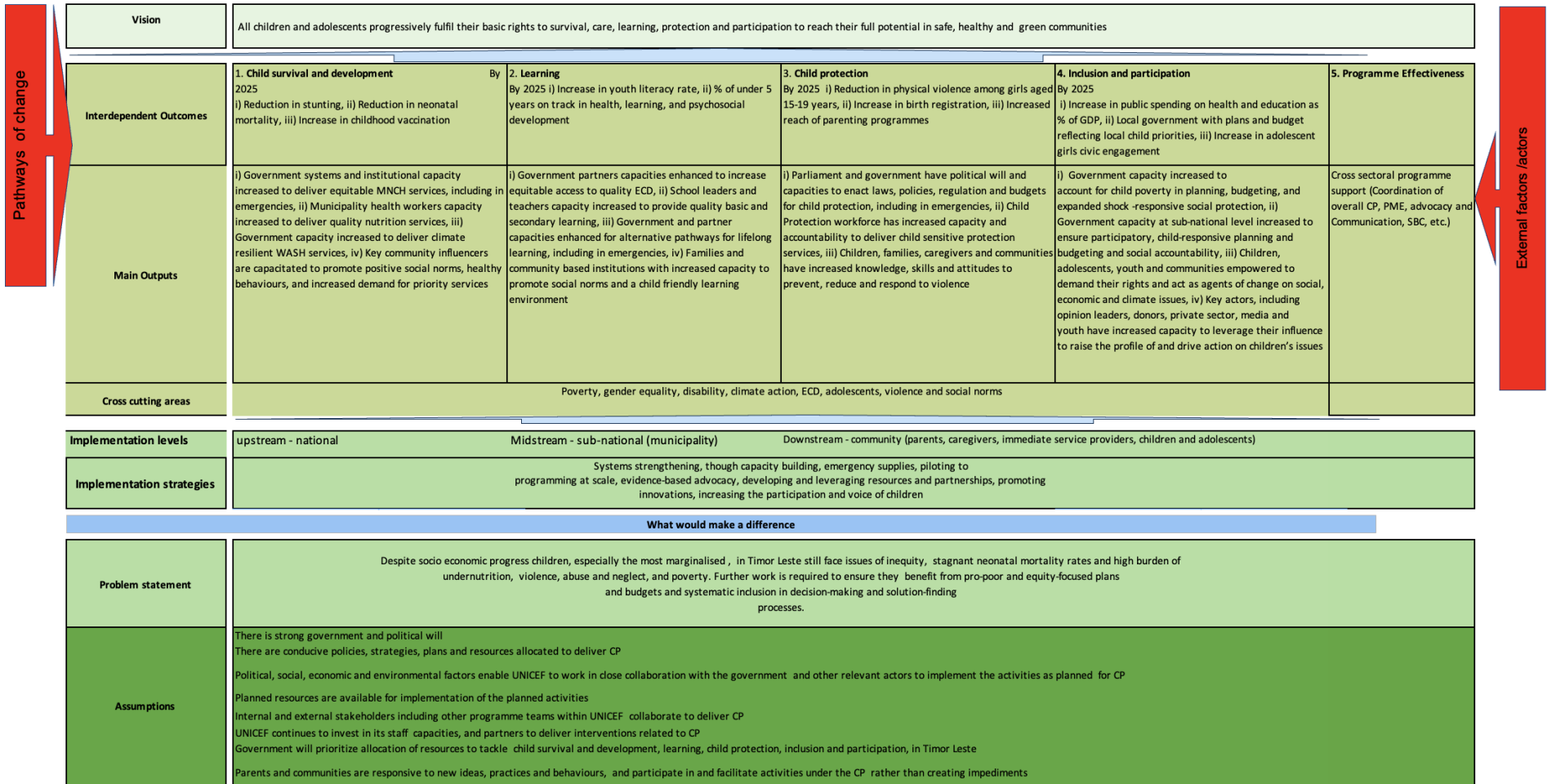
Name of Municipality	UNICEF intervention/activities	Target group	UNICEF Programme (e.g. Education, Health, Nutrition, WASH, Child Protection etc)
Aileu	Health (Immunization, Mother and Child Health (MCH) and data management) Social service workforce strengthening - CP CP law roll out - CP Case management - CP Sanitation (before 2021)	Children, adolescent's girls, and pregnant women Community members	Health CP Wash
Ainaro	Health (Immunization, MCH and data management, Health care waste management) Social service workforce strengthening - CP CP law roll out - CP Case management - CP Sanitation (before 2021) Preschool Education (before 2021)	Children, adolescent's girls, and pregnant women Community members	Health CP Wash Education
Atauro	Health (Immunization and data management) Social service workforce strengthening - CP CP law roll out - CP Case management – CP Nutrition Early childhood development (ECD)	Children, adolescent's girls, and pregnant women	Health CP
Baucau	Health (Immunization, MCH and data management, Oxygen plant, Health care waste management) Social service workforce strengthening - CP CP law roll out - CP Case management - CP Preschool Education (before 2021)	Children, adolescent's girls, and pregnant women	Health CP Education
Bobonaru	Health (Immunization, data management Health care waste management)	Children, adolescent's girls, and pregnant women Community members	Health CP

Name of Municipality	UNICEF intervention/activities	Target group	UNICEF Programme (e.g. Education, Health, Nutrition, WASH, Child Protection etc)
	Social service workforce strengthening - CP CP law roll out - CP Case management - CP Sanitation (before 2021) Preschool Education (before 2021)		Wash Education
Covalima	Health (Immunization, data management and health care waste management) Social service workforce strengthening - CP CP law roll out - CP Case management -CP	Children, adolescent's girls, and pregnant women	Health CP
Dili	Health (Immunization, data management and Health care waste management) Social service workforce strengthening - CP, (before 2021) CP law roll out - CP Case management - CP Child friendly space/CP in emergency - CP	Children, adolescent's girls, and pregnant women Social service workers	Health CP Social protection
Ermera	Health (Immunization and data management) Social service workforce strengthening - CP CP law roll out - CP Case management - CP Birth registration - CP Girl empowerment -CP Community Based Preschools (CBPS) Sanitation (before 2021)	Children, adolescent's girls, and pregnant women Community members	Health CP
Manufahi	Health (Immunization and data management) Social service workforce strengthening - CP CP law roll out - CP Case management - CP Sanitation (before 2021)	Children, adolescent's girls, and pregnant women Community members	Health CP wash
Manatuto	Health (Immunization, MCH and data management) Social service workforce strengthening - CP, (before 2021) CP law roll out - CP Case management - CP	Children, adolescent's girls, and pregnant women Social service workers	Health CP Wash Social protection
Liquiça	Health (Immunization and data management) activity Social service workforce strengthening -CP, (before 2021) CP law roll out - CP Case management -CP Sanitation (before 2021)	Children, adolescent's girls, and pregnant women, Social service workers Community members	Health CP Wash Social protection

The ET has reconstructed the ToC, based on document review, to validate the work done in respective areas which will be assessed during the evaluation. The ToC will act as a framework for assessing the CP using the data collected to identify the extent to which the causal pathway and the related assumptions are still valid and hold true. There may be divergences according to specific national and sub-national contexts and these will be identified. The findings will inform revisions to the ToC that will guide the CP as it progresses towards completion and into planning for the next CPD (2026-2030).

The ToC will be revised, based on data collected, and validated during the validation workshop.

Figure 1: Reconstructed Theory of Change (ToC)



External factors /actors

3. Evaluation Approach and Methodology

3.1. Evaluation Approach

The ET will adopt a **utility driven and participatory approach throughout this evaluation**. This will ensure that the evaluation meets UNICEF's learning needs considering that this is a formative evaluation.

- **Utilization-focused evaluation.** This evaluation will be undertaken for and with specific primary and secondary users considering their intended uses. The inception phase interviews highlighted that stakeholders would have a high level of involvement with the evaluation. As the primary purpose is learning, the evaluation will support decision-making in the current Country Programme (CP), as well as preparations for the next CP development process, assessing what works and does not work in relation to core implementation strategies, and approaches, including any shifts due to changing circumstances to achieve the expected results. This in essence means assessing programme performance, identify lessons learned and to draw conclusion and recommendations for the next CP cycle as well as course correct on the current one. The evaluation will therefore be utilization-focused and conducted for and with specific users such as UNICEF TLCO, UNICEF EAPRO, and other key stakeholders including national/ sub-national government, implementing partners and UN organisations (See Table 1).
- **Participatory:** This approach emphasises participation and collaboration during the evaluation process by engaging key stakeholders, including youth and adolescents in the design of the methodology, data collection tools and analysis through regular consultations and opportunities to provide feedback. This will allow stakeholders to gain a better understanding of the programme and its evaluation, thereby increasing **ownership** and the probability of these stakeholders **using** the evaluation findings and recommendations to inform their decisions for the next CP and UNICEF's strategic positioning. For example:
 - **Through the inception phase interviews we have been working closely with UNICEF TLCO**, to ensure we understand their information needs, including programmatic and contextual challenges, focus areas of evaluation, and future priority areas. This has enabled the Evaluation Team to review and revise the evaluation questions as well as the draft Theory of Change. In addition, the programme teams have been involved in providing access to key documents, populating lists of stakeholders and feeding into municipality mapping to help identify potential municipalities for data collection.
 - **In preparation for the data collection the ET** will work with programme teams to access key informants for interviews. By working through the in-country evaluation team the data collection instruments will be pretested to ensure these and the evaluation processes are culturally and linguistically sensitive increasing the reliability and validity of the data collected.
 - **At the analysis and reporting stage** the ET will consult the programme team to develop and refine the analytical framework and the detailed report structure. This will ensure that the report and analysis serve the evaluation purpose and objectives and conforms to the UNEG Norms and Standards for Evaluation.
 - **Presentation of the findings, regular debriefings to stakeholders and participation in the co-creation recommendation workshop.** Participation during this process will enable the ET to respond to any information and analytical gaps thereby making the final evaluation report in line

with the needs of key primary and secondary users. This includes **beneficiaries to whom we will endeavour to present the evaluation findings.**

Finally, we will work with the programme teams to **design the evaluation report**, perception survey report, evaluation brief and PPT slide-deck. We propose that the evaluation brief, at least, be translated **into Tetum for greater acceptance of the findings and recommendations and engagement with various stakeholders.**

There will be specific engagement with youth and adolescents. The ET plans to explore ways to engage them within the Evaluation Reference Group (ERG) or a parallel setup so that they can provide inputs to the evaluation at key points during the process. In addition, they will be involved during data collection as respondents within focus group discussions (FGDs) as well as potentially support the ET during data collection in the field as key interlocutors with community, schools and other youth and adolescents. Youth networks such as the Youth Parliament, Scouts will also be tapped into to increase engagement with adolescents and young people during the validation of the evaluation findings and co-creation of the recommendations and other key dissemination activities.

3.2. Evaluation Methodology

To produce a coherent set of findings and lessons learned that effectively capture the ways in which CP has been implemented and the effects this has had on the results achieved the evaluation will:

- Use a theory-based approach combined with contribution analysis to develop a contextual understanding of the TL environment in which the programme has been implemented. This will allow the Evaluation Team to identify any rival explanations for the type and scale of changes that the programme has been seeking to bring about, and evidence the relative contribution of different types of strategies, activities, and interplay between the components in the TL context – including cross-cutting issues of equity and gender; and
- With an overarching theory-based evaluation design the ET will be non-experimental and use mixed methods consisting of quantitative and qualitative research to assess the relevance, effectiveness, efficiency, sustainability and coherence of the Country Programme strategies and their contribution to results, in the context of other influencing factors that may also affect these changes. The ToC and a strong understanding of key contextual factors that affect the changes that the CP intends to achieve will support a contribution analysis approach.

3.2.1. Data Collection Methods and Sample Size

Mixed methods will be used to collect data to respond to the evaluation questions and undertake an assessment against results indicators. The ET will draw upon both quantitative and qualitative data as well as secondary (RAM) data. Primary data will be collected to complement secondary data and fill data gaps. These data will be from multiple sources which will allow for **triangulation of findings.**

Data will be collected **remotely** as well **during a two week in-country mission** by the Team Leader and the in-country evaluation team members.

The following data collection methods will be used to collect data to address the evaluation questions:

- Extensive and systematic desk review of key programme level documents and other related literature;

- Analysis of existing secondary data (i.e., results monitoring data- Results Assessment Module (RAM) and budgets);
- Key informant interviews (KIIs) with sample of stakeholder groups;
- Focus group discussions; and
- Perception survey across key stakeholder groups.

More details of the above-mentioned data collection methods and sampling are provided below.

(i) Desk Review of Programme and Other Relevant Documents

A preliminary document review has been undertaken during the inception phase to inform the ET's understanding of the CP, as well as key stakeholders involved in its implementation. It has also been used for the finalization of methodology and the design of data collection instruments. For the data collection phase, a more systematic review of key priority documents will be conducted by the ET, drawing on the Team's research, suggestions from KIIs and other expert recommendations of further documents to review. The ET will continue to source documents based on suggestions provided during the KIIs. A document review matrix has been developed for extracting and populating information related to the EQs. The ET is currently using this to summarize the extracted information against the EQs. Document review to-date has included a range of internal and external documents including CPD, PSNs, past evaluations, reports, and reviews. The programme results framework will be reviewed to assess achievement against original indicators and targets. This will include looking at progress made against each indicator. (see Annex 1 for a list of references).

The ET is participating in UNICEF's pilot project related to use of AI in Evaluations. The team is testing the use of MS Co-pilot³¹ to undertake some of the document review to gain efficiencies.

(ii) Secondary Data Analysis

Secondary data available with UNICEF country teams (RAM, budget, and HR), and donor reports, will form a major source of information to inform assessment of effectiveness and efficiency to supplement findings from primary data.

(iii) Primary Data

Primary data, quantitative and qualitative, will be collected both remotely and through in-country mission.

This will be collected as follows.

Quantitative online perception survey: This survey will form the first round of primary data collection. This approach will provide broader level of understating concerning issues being addressed by the evaluation using a larger sample as described below:

- The **purpose of this survey** is to gather stakeholder perception data in relation to key aspects being addressed by the evaluation questions. It will also contain questions to obtain views on the challenges faced and ways that UNICEF overcame these. This will also ask before and after questions to allow for pre-post programme intervention comparison. It will gather data on UNICEF's partnerships, as well as partner perceptions of UNICEF's work and value.

³¹ This allows documents to be uploaded and searched using search terms to provide a summary. Similar to conducting a document review.

- **Survey monkey** will be used to develop the online survey for UNICEF and key stakeholder groups (see Table 1). For conducting this survey UNICEF's help is being sought to undertake stakeholder mapping and gain access to contact details. Online surveys are not effective especially for government stakeholders. Pending discussions with UNICEF on budget increase the ET may use both online and telephone survey.
- We propose administering the surveys at national level with around **155 respondents, but it can be sent to more respondents if more contact details are provided.** Further details are given in Table 7.

Table 7: Survey respondents and proposed sample

Survey respondents	Survey method	Proposed sample
Stakeholders	Online/and/or telephone	
• UNICEF (RO CO)		20
• UN agencies		20
• In country partners		20
• Government entities (national)		50
• Academics/private sector		10
• Beneficiaries – Youth and Adolescent networks		20
• Donors		10
• Others (incl. private sector, NGO networks, organisations working with disabled people, youth networks/ youth parliament)		5
Total		155

There is a possibility of exploring the use of U-Report to gather insights from the youth and adolescents but due to the internet connectivity challenges within Timor-Leste, this may affect the quality of data. This will be further explored with UNICEF.

Qualitative key informant interview (KIIs): If the stakeholder survey analysis is completed on time it will be used to identify key issues for further investigation through key informant interviews. This will enable the ET to supplement the quantitative survey with qualitative data to help explain some of the survey findings.

- A smaller sample of stakeholders including those that participated in the survey will be selected for KIIs from across all stakeholder categories to enable representation across all key groups.
- A **semi-structured interview guide** has been developed with a limited number of core questions and additional 'prompting questions. Limiting the guide to a small number of well phrased open-ended questions, will enable interviewees to have the freedom to direct the interview to topics which are most pertinent and relevant. The guide is structured such as to address the issues in the key evaluation questions, and potentially issues identified in the survey. The interview guide is designed in a way that it will be tailored to the various interviewees agreed in the sample.
- The data collected from interviews will be used to **triangulate and validate** the findings from the desk-based review, survey, and other relevant data sources. The number of interviews to be conducted (sample size) is proposed in Table 8.

Table 8: Sample for key informant interviews

Interview respondents	Interview method	Proposed sample
Stakeholders	Remote/face to face	

• UNICEF TLCO		15
• UNICEF EAPRO		6
• Government ministries		10
• Municipality level entities		10
• UN agencies		10
• Academics/private sector		2
• Implementing partners		5
Total		58

Qualitative focus group discussions: Focus group discussions (FGD) will be used to collect data from beneficiaries participating in the programme/ being targeted (including youth and adolescents, people with disabilities, and members of other vulnerable groups). The selection will take into consideration gender, age, disability, and intervention while adhering to principles of 'do no harm'. FGDs will enable us to gather people from similar backgrounds or experiences to share their perceptions regarding the relevance and effectiveness of the programme. The benefit of using FGDs in this case is that it allows participants to agree or disagree with each other, providing insight to a wider range of opinions and ideas, and the variations that exist in relation to specific issues and geographies. These will be conducted by the in-country team of national consultants. The FGDs will be conducted in two or three municipalities pending decision regarding budget availability for a third municipality.

A summary of proposed sample across all data sources is given in Table 9 below. The sampling strategy will be further discussed but our approach will be based on purposive and snowball sampling.

Table 9: Summary of proposed sample across all data sources

Data Source	Suggested Sample
Perception survey	155
Key informant stakeholder interviews	58
Beneficiary FGDs	10
FGDs with Youth and adolescent groups	6-9 (3 per municipality)³²

Sampling of municipalities

In order to systematically sample from the municipalities for subnational/ community level data collection a municipality level intervention mapping was conducted and placed against various key deprivations within each municipality (refer to Table 11). Based on this mapping the three municipalities that have highest and similar levels of deprivation are **Ainaro, Ermera and Viqueque**. From these, **Ainaro and Viqueque municipalities** have multiple UNICEF interventions. On the basis of this, we suggested selecting any of these, or both, if additional budget is available and pending final discussion with UNICEF. This is in addition to **Dili** which will provide an urban context for the evaluation. A summary of the proposed municipalities for data collection is provided in Table 10.

Table 10: Proposed sample of municipalities for field level data collection

Proposed municipalities for	Reason for selection	Comments
-----------------------------	----------------------	----------

³² Two municipalities with current budget and three if additional budget is agreed

field level data collection					
Ainarao	High levels of deprivation	Multiple interventions	UNICEF	Rural context	One will be selected with current budget but two can be visited if additional budget is provided
Viqueque	High levels of deprivation	Multiple interventions	UNICEF	Rural context	
Dili	Not high levels of deprivation	Multiple interventions	UNICEF	Urban context	Proposed due to urban context which the above contexts won't provide

Table 11: Municipality level intervention mapping and key deprivations within each municipality

Name of Municipality	Dimensions of Deprivation ³³						UNICEF Intervention Aspects					
	Living standards	Water	Health	Education	Employment	Information	UNICEF interventions	Target group	UNICEF Programme	Implementing partner within the municipality	UN agency within the Municipality	Government counterpart/ department at the municipality level
Aileu	90.7	54.7	78.5	48.1	23.2	85.9	Health (Immunization, MCH and data management) Social service workforce strengthening – CP CP law roll out – CP Case management – CP Sanitation (before 2021)	Children, adolescent's girls, and pregnant women Community members	Health CP Wash	N/A	N/A	Municipality health services (Subnational level)-MoH MSSI-CP
Ainaro	92.3	74.6	84.4	48.7	14.7	90.7	Health (Immunization, MCH and data management, Health care waste management) Social service workforce strengthening – CP	Children, adolescent's girls, and pregnant women Community members	Health CP Wash Education	N/A	N/A	Municipality health services (Subnational level), Maubisse referral hospital - MoH MSSI-CP, MoEYS

³³ Timor-Leste Ministry of Finance's General Directorate for statistics (2021).

Dimensions of Deprivation ³³							UNICEF Intervention Aspects					
							CP law roll out – CP Case management – CP Sanitation (before 2021) Preschool Education (before 2021)					
Atauro	N/A	N/A	N/A	N/A	N/A	N/A	Health (Immunization and data management) Social service workforce strengthening – CP CP law roll out – CP Case management – CP	Children, adolescent's girls, and pregnant women	Health CP	N/A	N/A	Municipality health services (Subnational level)-MoH MSSI-CP
Baucau	83.6	76.2	69	52.6	19.8	92.2	Health (Immunization, MCH and data management, Oxygen plant, Health care waste management) Social service workforce strengthening – CP CP law roll out – CP	Children, adolescent's girls, and pregnant women	Health CP Education	N/A	N/A	Municipality health services (Subnational level), Baucau referral hospital-MoH MSSI-CP, MoEYS

	Dimensions of Deprivation ³³						UNICEF Intervention Aspects						
							Case management – CP Preschool Education (before 2021)						
Bobonaru	89.5	65.7	84.4	51.1	24.8	88	Health (Immunization, data management Health care waste management) Social service workforce strengthening – CP CP law roll out – CP Case management – CP Sanitation (before 2021) Preschool Education (before 2021)	Children, adolescent's girls, and pregnant women Community members	Health CP Wash Education	N/A	N/A	Municipality health services (Subnational level), Maliana referal hospital - MoH MSSI-CP, MoEYS	
Covalima	91	66.8	81.7	51	23.6	89.5	Health (Immunization, data management and health care waste management) Social service workforce strengthening – CP	Children, adolescent's girls, and pregnant women	Health CP	N/A	N/A	Municipality health services (Subnational level), Suai referal hospital - MoH MSSI-CP	

	Dimensions of Deprivation ³³						UNICEF Intervention Aspects					
							CP law roll out – CP Case management – CP					
Dili	43.7	29.7	65.4	41.4	20.3	80.9	Health (Immunization, data management and Health care waste management) Social service workforce strengthening – CP, (before 2021) CP law roll out – CP Case management – CP Child friendly space/CP in emergency - CP	Children, adolescent's girls, and pregnant women Social service workers	Health CP Social protection	N/A Ba Futuru – CP	N/A	Municipality health services (Subnational level), National Hospital Guido Valadares -MoH MSSI-CP
Ermera	94	63.1	84.2	50	25.4	91.2	Health (Immunization and data management) Social service workforce strengthening – CP CP law roll out – CP Case management – CP	Children, adolescent's girls, and pregnant women Community members	Health CP	N/A Child Fund – CP Alola Foundation	N/A	Municipality health services (Subnational level)-MoH MSSI-CP MoJ/notary office – CP MoE, Education Municipality

	Dimensions of Deprivation ³³						UNICEF Intervention Aspects						
							Birth registration – CP Girl empowerment – CP Community Based Preschools (CBPS) Sanitation (before 2021)						
Manufahi	92.2	75.4	77.2	51.5	14	89	Health (Immunization and data management) Social service workforce strengthening – CP CP law roll out – CP Case management – CP Sanitation (before 2021)	Children, adolescent's girls, and pregnant women Community members	Health CP wash	N/A	N/A	Municipality health services (Subnational level)-MoH MSSI-CP	
Manatuto	79.5	66.6	76	56.4	19	89.3	Health (Immunization, MCH and data management) Social service workforce strengthening – CP, (before 2021) CP law roll out – CP	Children, adolescent's girls, and pregnant women Social service workers	Health CP Wash Social protection	N/A	N/A	Municipality health services (Subnational level)-MoH MSSI-CP	

	Dimensions of Deprivation ³³						UNICEF Intervention Aspects					
							Case management - CP					
Liquiça	85.5	85.5	83.3	53.5	20.9	91.9	Health (Immunization and data management) activity Social service workforce strengthening - CP, (before 2021) CP law roll out - CP Case management - CP Sanitation (before 2021)	Children, adolescent's girls, and pregnant women, Social service workers Community members	Health CP Wash Social protection	N/A	N/A	Municipality health services (Subnational level)-MoH MSSI-CP
Lautem	76.2	62.7	79.5	46.9	19.9	90	Health (Immunization, MCH and data management) activity Social service workforce strengthening - CP CP law roll out - CP Case management - CP Preschool Education (before 2021)	Children, adolescent's girls, and pregnant women	Health CP Education Social protection	N/A	N/A	Municipality health services (Subnational level)-MoH MSSI-CP, MoEYS
Viqueque	91	75.9	75.8	49.8	20.1	85	Health (Immunization	Children, adolescent's	Health CP	N/A	N/A	Municipality health services

Dimensions of Deprivation ³³							UNICEF Intervention Aspects					
							MCH and data management) Social service workforce strengthening – CP (before 2021) CP law roll out – CP Case management – CP Girl empowerment - CP Community Based Preschools (CBPS) Preschool Education (before 2021)	girls, pregnant women Social service workers	Education Social protection	PRADET TIMOR LOROSAE – CP Alola Foundation		(Subnational level)-MoH MSSI-CP MoE, MoEYS, Education Municipality
RAEAO	88	69.6	82.8	46.9	17.8	94.5	Health (Immunization, data management and health care waste management)	Children, adolescent's girls, and pregnant women	Health	N/A	N/A	Municipality health services (Subnational level), Oecusse referral hospital MoH
RAEAO	88	69.6	82.8	46.9	17.8	94.5	Sanitation (before 2021) Social service workforce strengthening (before 2021) Preschool Education (before 2021)	Children, adolescent's girls, and pregnant women Community members Social service workers	Wash Social protection Education	N/A	N/A	MSSI, MoEYS

3.2.2. Data Analysis

The analytical framework that will guide the analysis process is based on the key evaluation questions. The ET will utilise Co-Pilot to undertake some of the analysis but still this will be completed and cross checked by the evaluation team. Methods of analysis will include the following:

- **Thematic analysis:** A coding framework based on the evaluation questions will be developed and data collected from desk review, interviews, FGDs, and survey will be coded and analysed. The coded data will be categorised and the categories will be determined by the codes. We will use a software to code and collate qualitative data. Developing and using a coding framework will help to ensure consistency across the Evaluation Team, therefore providing greater reliability of results;
- **Quantitative data** will be analysed using excel to generate descriptive statistics cross tabulation and other more complicated calculations to obtain progress against baseline benchmarks as well as analysis of the perception survey;
- **Triangulation**³⁴ involves using multiple data sources to produce understanding about the topic under discussion. Using this method will enable the ET to corroborate findings and ensure that a rich, rigorous, and comprehensive account is provided against the questions being addressed. Triangulation will be used as a single method is not adequate to provide a comprehensive picture and therefore using multiple methods helps facilitate deeper understanding. **Methods triangulation** is being used which means checking consistency of findings generated across different data collection methods; and
- The reconstructed ToC will be used as a framework to inform analysis. For example, for effectiveness the data collected will be used to validate pathways of change and use of strategies as contributing factors towards achievement/non achievement of results as well as external factors.

3.2.3. Strength of evidence

In addition to documenting the process of triangulation in the evidence matrix, the evaluation team will assess the strength of evidence for each evaluation question. This process will be important to establish whether the evaluation findings are grounded on a strong level of confidence based on the data available to address the key evaluation questions, and to identify where available data may have gaps (refer to Table 12).

Table 12: Strength of evidence ratings

Evidence rating	Descriptor
Strong	Strong evidence is characterised by a range of evidence sources to corroborate findings, including documentary sources, quantitative and qualitative sources that allow for robust triangulation; or alternatively evidence sources that may not be comprehensive but are of high quality and reliable.
Medium	Medium evidence will have fewer (3-4) sources of evidence that allow for reasonable but where evidence coverage is not complete or where quality of the evidence sources varies.

³⁴ <http://www.qualres.org/HomeTria-3692.html>

Weak

Weak evidence has 1-2 sources of evidence which from a single data collection stream (i.e. purely interview/survey data) and there is no possibility for triangulation.

Data Recording and Management

Data will be collected through the means mentioned in section 6 (Data Collection Methods) and recorded upon the participant’s verbal and informed consent. The data will be stored on secure server, password protected and only accessible to the evaluation team. It will remain with the evaluation team for three months after the completion of the evaluation and then permanently and safely removed/destroyed.

Privacy and Confidentiality

Data protection measures will be applied, with data treated in absolute confidentiality and in accordance with Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016. Interviews will be transcribed and anonymized immediately after completion. To ensure accuracy, apart from interview transcripts, data will also be added to pre-designed forms for triangulation.

4. Evaluation Criteria, Questions and Framework

4.1. Evaluation Criteria

The evaluation will assess the CP against the Organisation for Economic Co-operation and Development/Development Assistance Committee (OECD-DAC) criteria to determine the extent to which it is relevant, effective, efficient, coherent, and sustainable. For this evaluation we define each criterion as follows:

- **Relevance:** Extent to which the CP objectives are still aligned to needs and have evolved based on changing circumstances in TL as well as UNICEF’s strategic positioning (including new and emerging issues for children). In addition, it will include the extent to which the needs of children, especially the most vulnerable and marginalised, have been considered in the planning and implementation of CP supported interventions;
- **Coherence:** will focus on partnerships and coordination mechanisms for achieving complementarity and reducing duplication;
- **Efficiency:** Whilst this usually requires measurement of outputs in relation to inputs, funds, expertise, time etc. to identify the extent to which least costly resources are used to achieve the desired results within this evaluation the focus will be to assess timeliness, as indicator of efficiency. It will also look at CO engagement in prioritisation to inform adjustment in CP activities and results. There will also be a focus on monitoring and adequacy of resources; and
- **Effectiveness:** A light touch assessment of the extent to which planned programme outputs have been delivered (targets met) and likely to contribute towards/ lead to achievement of programme outcomes, including contributing and hindering factors such as use of/combination of strategies.
- **Sustainability:** will focus on likelihood of activities and results achieved continuing without UNICEF support factors that may contribute towards this, including creating opportunities for the government to adopt, enhance and support results for children, especially the most marginalised.

4.2. Evaluation Questions and Framework

The evaluation framework organises our approach to evaluation and builds from the key evaluation questions. We have revised, re-sequenced and reformulated, where required, the key evaluation questions and sub-questions from those in the ToR. The evaluation questions are structured according to the OECD/DAC criteria and respond to the needs of the different audiences for the evaluation. The evaluation questions guide our approach to the evaluation, including data collection and analytical methods. The evaluation framework in provided in Annex 2, has been developed to show alignment between the OECD-DAC criteria, evaluation questions, assumptions, data sources, data collection and analytical methods.

Table 13: Evaluation criteria and questions

OECD-DAC criteria	Reformulated key evaluation questions and sub questions?
-------------------	--

<p>Relevance</p>	<p>EQ1: To what extent is the CP relevant (strategic positioning/ implementation strategies)?</p> <ul style="list-style-type: none"> • To what extent was UNICEF’s strategic positioning clearly articulated, and was there correct prioritisation of areas of work in line with country needs? • To what extent were implementation strategies and their mix adequate to address the needs and priorities of stakeholders at national, subnational and community levels (upstream, midstream, downstream)? • To what extent have young people been involved in design and implementation of the Country Programme (how has UNICEF promoted their participation and engagement)? • To what extent did the CP adapt its strategies and approach to changing context including COVID-19? • To what extent were UNICEF strategies aligned with the national priorities, national and international partners’ policies?
<p>Coherence</p>	<p>EQ2: To what extent was CP coherent (internally and externally)?</p> <ul style="list-style-type: none"> • To what extent is UNICEF operating within its areas of comparative advantage, and its added value is clear (programming and policy)? • To what extent has UNICEF established right partnerships with other key actors (at national/ subnational levels) and is working in coordination with them to achieve complementary/synergies/lower duplication/ in support of its strategic approaches? (external coherence) • To what extent is there joint working across teams within UNICEF? (internal coherence) [<i>consider programme and operations teams</i>] • To what extent does UNICEF’s sectoral programming approach enhance cohesiveness and integration (rather than creating siloes in structure and design)?
<p>Effectiveness</p>	<p>EQ3: To what extent was CP effective?</p> <ul style="list-style-type: none"> • To what extent has it achieved programme outputs and is likely to achieve outcomes? • What factors may have contributed or hindered achievement of outputs including working at subnational level, the combination of implementation strategies and challenges posed by COVID-19 pandemic? • What are the differential effects of CP across target groups particularly vulnerable children and the most marginalised, such as girls, children with disability, youth, and children in rural areas. • What are the differential effects of CP across target groups particularly vulnerable children and the most marginalised, such as girls, children with disability, youth, and children in rural areas. • Are there unintended positive/negative consequences from CP implementation strategies? • To what extent has UNICEF Timor-Leste contributed to the development of policies, action plans and other normative documents that provide a medium to long term approach for realizing the rights of children?
<p>Sustainability</p>	<p>EQ4: To what extent are the CP activities and results likely to be sustained?</p>

	<ul style="list-style-type: none"> • Will the strengthened systems, service delivery, integration, and commitments of national resources for the programmes (at national and local levels) be sustained beyond the programme period? What remains the major gaps? • What factors are likely to help achieve/hinder sustainability? • To what extent were interventions designed and to enable replicability and/or scale-up?
Efficiency	<p>EQ5; To what extent has the CP been efficient in the use of resources (e.g., funds, expertise, time, etc.) to achieve the desired results??</p> <ul style="list-style-type: none"> • To what extent was there clear prioritisation against scale of needs/areas of potential interventions? • Were there adequate resources to achieve results (financial and HR)? • Was the monitoring and reporting systems adequate to inform programme adaptations and inform decisions? • • Is the UNICEF staffing and management structures fit for purpose? • To what extent were activities implemented on time?
Cross cutting	<p>EQ6: To what extent did the CP consider gender, equity, human rights, disability, and climate change considerations systematically at planning and implementation stages? What were the key successes in these areas?</p>

Ensuring human rights and gender equality and disability inclusion are considered throughout the evaluation process. In designing the data collection instruments the ET will review the evaluation questions to ensure that these are taken into consideration: Examples of how this will be done for the related OECD-DAC criteria to inform evaluation questions include the following.

- **Relevance of an intervention in relation to Human Resources (HR), Gender Equality (EG) and disability** will include assessing the extent to which CP was informed by analysis of these issues and underlying causes, and whether the interventions were informed by needs and interests of diverse groups of stakeholders through extensive consultations at planning stages.
- **Effectiveness will include assessing** the extent to which the Theory of Change and results framework integrate these aspects, and whether mainstreaming strategies were incorporated in the design and implementation of the interventions, if reporting included disaggregation.
- **Efficiency will consider** assessing whether there was adequate provision of resources for integrating these aspects in the intervention and the extent to which resource allocation considered the need to prioritise those most marginalized.
- **Sustainability** will consider whether the interventions established accountability and oversight systems between rights holders and duty-bearers, and whether there was capacity development of targeted rights holders and duty bearers.

There will be careful selection of respondents to ensure there is representation across the targeted groups.

5. Evaluation Norms and Ethical Considerations

UNEG ethical guidelines will be used to fulfil obligations to respondents participating in this evaluation. These are as follows:

- **Respect for dignity and diversity:** We will respect the differences in culture, local customs, religious beliefs, gender, disability, age, and ethnicity and the potential implications of these when carrying out our research. We will minimize any risk of disruption to the respondents, provide ample notice and respect their privacy;
- **Rights:** We will ensure that participants are treated as 'autonomous agents' and will be given the time and information to decide whether they wish to participate and will not be pressured into participating. The participants will be selected in accordance with the defined sampling methodology;
- **Redress:** Participants will be provided with sufficient information to seek redress and on how to register a complaint. The mechanisms for redress will be defined in coordination with the Plan;
- **Confidentiality:** We will respect the respondents' right to provide information in confidence and make them aware of the scope and limits of confidentiality. Names and any other sensitive information will be anonymized;
- **Data security:** Data will be stored systematically and securely and in line with data protection policy. Data will be stored in a way that makes it available and clearly accessible to the evaluation team only. If requested, and following appropriate anonymization, the data will also be shared with UNICEF;
- **Responsibility:** We will ensure that any dispute or difference of opinion among the evaluation team or between the evaluation team and the commissioner of the evaluation in connection with the findings and/or recommendations is clearly explained;
- **Integrity and independence:** We will ensure that any emerging issues and potential deviations are clearly discussed and agreed upon with UNICEF. Our evaluation teams will provide an independent judgement free from bias. We will take full responsibility for the accuracy of the information presented in the report;
- **Intellectual property:** We understand that all materials produced during the undertaking of this evaluation are UNICEF's property and can only be used by prior written permission; and
- **Incidents:** We will report any issues that arise through regular meetings with the UNICEF evaluation managers.

Ethical clearance to conduct data collection has been obtained from [Instituto Nacional de Ciências e Tecnologia \(INCT\)](#) ([Annex 6: Confirmation of Ethical Clearance](#)). Also, a second level of ethical clearance was obtained from HML Ethics Review Board.

5.1. Risk Management

Potential limitations to this evaluation and the mitigation strategies are provided in Table 14 below.

Table 14: Limitations and mitigation measures

Risk	Description	Mitigation
All relevant documents and data may not be available or of high quality.	In the absence of documents and data, the evaluation team's understanding will be limited, which will limit the scale of primary data collection.	We will inform UNICEF in advance about the documents/data required so that they are able to source this. If some documents/data are unavailable, we will inform UNICEF of the implications this may have on our understanding and on the methodology.
Poor availability of reliable, high quality and complete secondary data, specifically disaggregated baseline data.	Personnel who have access to and knowledge of available data from the start of a programme cycle may no longer be available. This means new staff may not have received the knowledge and it will be difficult to find and access this data. Monitoring data may not be streamlined or systematically managed and available. The amount and quality of data, including that from partners, may be limited and time consuming to compile and use.	Data triangulation may mitigate this issue, as may consulting partners to obtain access to their monitoring data and reports (including government departments and Ministries).
Key stakeholders are not aware of the evaluation, its purpose and uses.	Key stakeholders, such as those from the government or other agencies, may not be aware of the evaluation, its purpose, and their role within the process. As a result of this they may not participate or may have expectations that cannot be met. This may pose risks to the evaluation process.	All key stakeholders will be informed about the evaluation, its purpose, and timings. They will be engaged at the inception phase to identify their information needs, during data collection as respondents, and as participants in the findings workshop for feedback.
Limited availability of government representatives for interviews.	Key stakeholders, such as those from the government who could provide insights, especially into the previous CP implementation period, including the Government's or the Ministry's relationship with UNICEF, may not be available for interviews, due to staff turnovers, or being new in the posts.	More than one person from the sampled government agencies will be selected. With the support from UNICEF, we will also try to identify and reach out to a broader range of stakeholders, including those who may have recently left their positions but still have relevant knowledge and experience. In addition, we will triangulate data to cross-verify the information,
Limited availability of high-level respondents, partners, and UNICEF staff for interviews.	Respondents from UNICEF, partners and other agencies may not be available for interviews at the time required due to high workload and competing requirements. This will reduce the amount of data available for analysis and may not provide views from all relevant stakeholders to make informed evaluative judgements.	More than one person from the sampled agencies will be selected. We will also request support from UNICEF to inform stakeholders about the evaluation in advance. We will work with UNICEF to understand their availability and be mindful of their and the partners' workload.
Data collection instruments may not be culturally or linguistically sensitive.		All data collection instruments will be pre-tested before data is collected. This pre-testing will take place with respondents like those from whom data will be collected. Our team coordinator will help to do this.
Unexpected events, natural or otherwise, may hamper evaluation timelines and data volume and quality, pose travel restrictions, and restrict physical access to target populations and		We will remain flexible, working with UNICEF to regularly review progress and the situation, and then revise our approach and workplans accordingly. We have extensive experience undertaking remote and in-country evaluations and will combine these methods.

Risk	Description	Mitigation
communities, as well as partners and other stakeholders		
There may be recall bias or respondents unwilling to share sensitive information.		We will reassure the respondents that all information will remain confidential. We will triangulate information to mitigate against recall bias.

6. Quality Assurance

6.1. Internal and External Quality Assurance

Internal Quality Assurance

Within the ET, HealthGen will have overall responsibility and be accountable for delivering this contract, including reviewing all deliverables before submitting to UNICEF. We will ensure that deliverables are produced on time, on budget and to the desired quality; staff are kept safe and secure; and client data is protected. To ensure the quality of the evaluation products, the evaluation team will:

- Hold regular internal project management meetings to track delivery and quality, and deal with problems as they arise.
- Compile and document in the project files relevant information (including meeting minutes, work plans and deadlines, programme documentation and relevant reports).
- Always maintain clear and open communication with UNICEF.
- Seek feedback from the client and incorporate all feedback into the evaluation design, process, and outputs.
- Conduct an internal evaluation team review of all deliverables, including internal quality assurance.

External Quality Assurance (UNICEF)

- The internal Evaluation Reference Group (ERG), as part of its advisory role, will provide support, strategic feedback, and quality assurance of the inception and evaluation reports.
- The UNICEF evaluation manager will be responsible for overseeing the evaluation process and working closely with the evaluation team. They will ensure that the evaluation meets UNICEF quality standards and follows quality assurance processes as per UNICEF's evaluation guidelines. In addition, the evaluation manager will work and coordinate closely with Social Policy (PME&SP) from the UNICEF Country Office in Timor-Leste.

6.2. Evaluation Team – Roles and Responsibilities

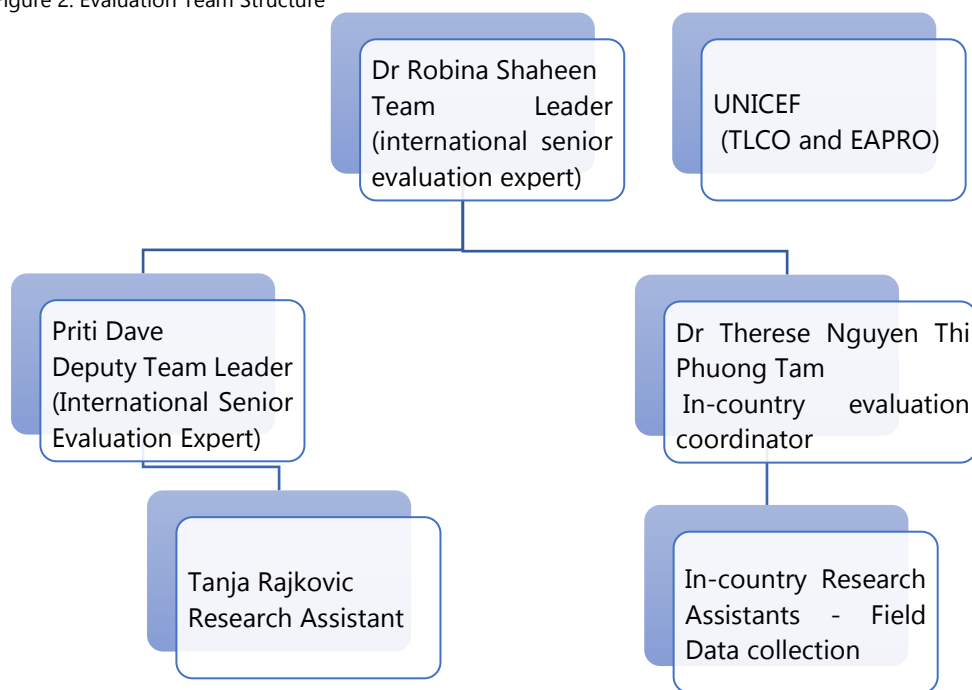
The Evaluation Team remains the same as that proposed in the technical proposal. The core evaluation team is composed of senior evaluation and subject matter experts, supported by a team of research assistants, including from Timor-Leste, as part of Evaluation Team's commitment to building in-country evaluation capacity. The Team Leader will lead, oversee, and guide the ET, and present the evaluation, its findings, conclusions, and recommendations at key moments during the evaluation. The in-country team will be led and coordinated by our senior in-country expert, Dr Therese Nguyen Thi Phuong Tam. She will be supported for data collection in the municipalities by in-country research assistants.

- Joao Carlos da Costa Freitas
- Agustini Diliyanti Dawu
- Antonio Roberto do Carmo
- Graziela Neuza De Deus Martins

This means that only the Team Leader will be in-country for data collection because the country evaluation team are deemed to be better fit to support and undertake the data collection due to the language requirements and their deeper understanding of the local context and sector.

The Team composition is given in Figure 2 below:

Figure 2: Evaluation Team Structure



The roles and responsibilities of members of the ET are given in Table 15 below.

Table 15: Roles and responsibilities of the Evaluation Team

Team Members	Role	Specific Tasks in the Evaluation
Dr Robina Shaheen	Team Leader	<ul style="list-style-type: none"> ● Oversight of implementation of evaluation in coordination. ● Draft methodology, data collection tools, analytical framework, training for data collection, and data quality. ● Undertake regular progress review meetings with UNICEF and ET.

		<ul style="list-style-type: none"> ● Regular presentations to the Evaluation Reference Group (ERG) and other stakeholders. ● Lead preparation of the evaluation deliverables. ● Develop and update workplan. ● Manage/mitigate risks to evaluation. ● Ensure evaluation is conducted on time.
Priti Dave	Senior Subject Matter Expert and Evaluation Specialist (deputy team leader)	<ul style="list-style-type: none"> ● Provide thematic inputs in relation to nutrition, health systems, policies, and practices, as well as budget sector support. ● Support document review, design of data collection instruments. Contribute to writing of evaluation report. ● Participate in ET meetings and briefings with UNICEF.
Dr Therese Nguyen Thi Phuong Tam	In-country Evaluation Coordinator (Context and senior evaluation/health expert)	<ul style="list-style-type: none"> ● Support development of data collection instruments. ● Undertake data collection and analysis. ● Contribute to writing of evaluation report. ● Participate in ET meetings and briefings with UNICEF. ● Coordinate in-country data collection and data collection team.
Joanico Gusmao Alves	In-country research assistants	<ul style="list-style-type: none"> ● Undertaken data collection and analysis. ● Participate in ET meetings and briefings with UNICEF. ● Support the coordination of in-country data collection and data collection team.
Tanja Rajkovic	Research Assistant	<ul style="list-style-type: none"> ● Undertake the document review and analysis of performance data for the 'effectiveness' section. ● Support setting up of primary data collection (KIIs). ● Support primary data collection. ● Support analysis and report writing. ● Participate in group meetings and briefings with UNICEF.

6.3. Role of UNICEF and Evaluation Reference Group

Roles and responsibilities of UNICEF and the ERG are given in Table 16 below:

Table 16: Roles and responsibilities of UNICEF and the ERG

UNICEF	ERG
<ul style="list-style-type: none"> ● Oversee evaluation management. ● Coordinate with ET. ● Participate in regular progress review meetings with the ET. ● Review and provide timely feedback on draft deliverables and sign off final products, including work plans and tools. ● Timely provision of lists and access to project documents and secondary data. ● Support arranging Key Informant Interviews as per the evaluation plan. ● Provide access to country-level respondents. ● Provide access to documentation and data. 	<ul style="list-style-type: none"> ● Participate in key meetings (remotely or in-person) with the ET. ● Provide guidance/technical inputs to the evaluation. ● Quality assurance of all evaluation deliverables (from a technical point of view), including inception report, draft report, and final report.

6.4. Writing Responsibilities

The Evaluation Team members will be involved in contributing to the writing of the inception and the evaluation reports. The specific division of writing tasks will be further elaborated upon and discussed during the inception phase, however an indication of this is provided in Table 17.

Table 17: Structure of the Evaluation Report and the Proposed Writers/Reviewers

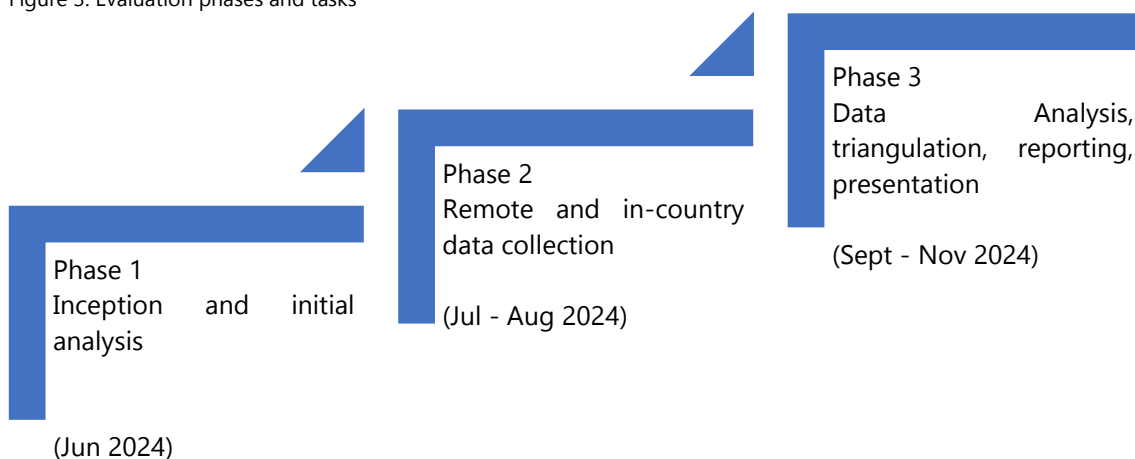
Section	Description	Proposed writer	UNICEF review/QA
Executive Summary	Clear and concise executive summary with overview of the intervention, evaluation purpose, brief description of methodology, key findings, conclusions, and recommendations	Team Leader (TL)	Evaluation Manager/ERG
Table of Contents and other sections that preface the report		Research Assistant	
Introduction and Background	Description of context and evaluation object including interventions, description of beneficiaries, implementations areas, partners and their roles, results framework, Theory of Change.	Led by TL but contributions from the relevant team members	
Evaluation purpose objectives and scope	Description of purpose, objectives, users, and evaluation scope.		
Evaluation Methodology	Description of evaluation criteria, evaluation questions and evaluation framework. Data collection methods, sample achieved and data analysis techniques as well as limitations and constraints faced. Description of ethical considerations.	Led by TL but contributions from team members	
Results/ Discussion (to be structured according to evaluation questions and sub questions)	Findings presented according to evaluation criteria and questions with clear statements of key findings and sub-findings to respond to the questions supported by triangulated data sources.	Led by TL but contributions from the relevant team members as per their expertise and the evaluation question	
Conclusion and Lessons learned	Clear conclusions emerging from key findings and in relation to each evaluation criteria. Lessons learnt clearly stemming from key findings and more widely generalisable	Team Leader with inputs from the evaluation team	
Recommendations	Key recommendations emerging from conclusions specifying persons responsible, timelines and action points.	Team Leader with inputs from the evaluation team	
References and Annexes, List of people interviewed, Data collection instruments		Research Assistant	

7. Work Plan and Deliverables

Evaluation Phases and Key Tasks

A phased approach is adopted to conducting the evaluation to ensure that the ET continuously meets UNICEF's needs. The evaluation will be implemented in three phases, as highlighted in **Figure 3**, and described below.

Figure 3: Evaluation phases and tasks



The workplan is given below:

ACTIVITIES							
	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Inception Phase							
Inception kick off meeting (remote)							
Desk review including discussions with key stakeholders/ theory of change workshop							
Development of detailed workplan including evaluation timeframe							
Refine evaluation framework, draft theory of change and ethical clearance							
Drafting of inception report, including data collection tools							
Remote presentation of draft report							
Feedback/comments on inception report							
Incorporation of feedback into final inception report							
Deliverable 1: Finalised Inception Report							
Data Collection Phase							
Data collection preparation							

Detailed document review and analysis of secondary data							
Pre-testing of instruments							
Conduct key informant interviews							
Conduct FGDs/group interviews/beneficiary interviews							
Data collection completed							
Analysis and Reporting Phase							
Detailed analysis and review of collected data							
Present findings and validation workshop							
Drafting of evaluation report							
Deliverable 2: Zero Draft Evaluation Report							
Review and feedback on evaluation report							
Incorporation of feedback and finalisation of report							
Draft/final perception survey report, evaluation brief, PPT slide deck							
Deliverable 3: Final evaluation report, perception survey report, evaluation brief, and PPT slide-deck							

8. Annexes

8.1. ANNEX 1: List of Reference / Documents reviewed

- Andrews, Kathryn, Lander Bosch, Janssen Teixeira, Ilsa Medina, and Somil Nagpal. 2023. Seizing Opportunities of a Lifetime: The Timor-Leste Human Capital Review. Washington, DC: World Bank. License: Creative Commons Attribution CC BY 3.0 IGO
- Climate Action for the Last Mile: Reaching the Most Vulnerable Children <https://www.unicef.org/eap/press-releases/climate-action-last-mile-reaching-most-vulnerable-children>
- Country Profiles for Early Childhood Development”, UNICEF, Countdown to 2030 Women’s, Children’s, and Adolescent’s Health.
- **Country-Led Evaluation of Social Welfare Workforce Capacity Building Initiatives in Timor-Leste:** <https://www.unicef.org/timorleste/reports/country-led-evaluation-social-welfare-workforce-capacity-building-initiatives-timor-leste>
- General Directorate of Statistics (GDS) and ICF. 2018. 2016 Timor-Leste Demographic and Health Survey Key Findings. Rockville, Maryland, USA: GDS and ICF.
- Government of Timor-Leste and UNICEF, Situation Analysis of Children in Timor-Leste, Dili, Timor-Leste, 2020.
- Government of Timor-Leste and UNICEF. 2022. Final Report: Country-Led Evaluation of Preschool Education in Timor-Leste
- Index Mundi, Timor-Leste Demographics Profile
- **Indirect Financial Barriers to Accessing Maternal, Neonatal and Child Healthcare in Timor-Leste: A Qualitative Study:** <https://www.unicef.org/timorleste/reports/indirect-financial-barriers>
- KAP Endline Survey: Parenting Programme to Improve Developmental Outcomes for Disadvantaged Children and Adolescents in Timor-Leste: https://www.unicef.org/timorleste/media/5371/file/KAP%20Full%20Report_0826_Efile.pdf
- **Operational Guidance for the Rights to Participation of Adolescents and Youth with Disabilities:** <https://www.unicef.org/timorleste/reports/operational-guidance-rights-participation-adolescents-and-youth-disabilities>
- **Options Paper: Understanding and Measuring Multidimensional Poverty in Timor-Leste:** <https://www.unicef.org/timorleste/reports/options-paper-understanding-and-measuring-multidimensional-poverty-timor-leste>
- Rezza, A.A., Y.M. Pakpahan, and S. Alibhai. 2024. “Fit for Purpose: Crafting a Stable, Inclusive and Resilient Financial Sector.” Washington, DC: World Bank. License: Creative Commons Attribution CC BY 3.0 IGO.
- **Situation analysis of children in Timor-Leste:** <https://www.unicef.org/timorleste/reports/situation-analysis-children-timor-leste>
- **Timor-Leste child protection law:** <https://www.unicef.org/timorleste/reports/timor-leste-child-protection-law>
- **Timor-Leste Food and Nutrition Survey 2020:** https://www.unicef.org/timorleste/media/4606/file/Digital_Eng_TL%20Food%20Nutrition%20Survey%202020_FINAL_20%204%202022.pdf

- **Timor-Leste National Health Sector Nutrition Strategic Plan 2022-2026:** <https://www.unicef.org/timorleste/media/4766/file/unicef%20National%20Health%20Sector%20Nutrition%20Strategic%20Plan%202022-2026%20Eng-low%20res.pdf>
- **Timor-Leste nutrition programme bulletin, January-December 2023 :** https://www.unicef.org/timorleste/media/6386/file/Timor%20bulletin%202023_English.pdf.pdf
- **UNICEF Annual report:** <https://www.unicef.org/media/152201/file/Timor-Leste-2023-COAR.pdf>; <https://www.unicef.org/media/136806/file/Timor-Leste-2022-COAR.pdf>; <https://www.unicef.org/media/116436/file/Timor-Leste-2021-COAR.pdf>
- **UNICEF Timor-Leste 2021 Floods Response:** <https://www.unicef.org/timorleste/reports/unicef-timor-leste-2021-floods-response>
- UNICEF, Timor-Leste Country Office Annual Report, 2020
- UNICEF, Timor-Leste Food and Nutrition Survey, 2020, Final Report
- United Nations, Department of Economic and Social Affairs, Population Division (2019). World Population Prospects 2019, Volume II: Demographic Profiles (ST/ESA/SER.A/427)
- World Bank, Country Profile Timor-Leste
- World Bank. 2023. Timor-Leste Economic Report, July 2023: Ways to Harvest Prosperity. © Washington, DC: World Bank. <http://hdl.handle.net/10986/40269> License: [CC BY-NC 3.0 IGO.](https://creativecommons.org/licenses/by-nc/3.0/)
- UNICEF. 2021. Timor-Leste Programme Strategy Notes

8.2. ANNEX 2: Evaluation Framework

OECD-DAC criteria	Reformulated Key evaluation questions and sub questions?	Judgement criteria	Indicators	Data sources	Data collection techniques	Data analysis
Relevance	<p>EQ1 To what extent is the CP relevant (strategic positioning/ implementation strategies)?</p> <ul style="list-style-type: none"> To what extent was UNICEF's strategic positioning clearly articulated, and was there correct prioritisation of areas of work in line with country needs? To what extent were implementation strategies and their mix adequate to address the needs and priorities of stakeholders at national, subnational and community levels (upstream, midstream, downstream)? Were key stakeholders (especially young people) involved in shaping the programme and ensuring adequate platforms for engagement during implementation? To what extent did the CP adapt its strategies and approach to changing context including COVID-19? To what extent were UNICEF strategies aligned with national priorities, national and international partners' policies? 	Evidence that programme design is responsive to in-country priorities and needs	<p>#/type of need assessments undertaken</p> <p>Number of critical needs/gaps identified and prioritised with clear linkages to priority areas of CPE</p> <p>Type and number of changes and adaptations to CP to suit the evolving needs and priorities during the COVID-19 pandemic.</p> <p>Stakeholder perceptions of the relevance of CP in relation to their needs</p>	<p>Documents: Programme design documents and subsequent revisions, corporate and country-specific guidance, needs assessments/maps, country situation analyses, documents on in-country policies, strategies, political, environmental, cultural, religious, and contextual situation/changes</p> <p>Stakeholders: UNICEF management/technical/program teams, implementing partners, national and local government officials, other UN agencies and target population/communities</p>	<p>Document review</p> <p>Key informant interviews</p> <p>FGDs</p> <p>Perception Survey</p>	<p>Thematic analysis</p> <p>Descriptive statistics/cross tabulation for survey data</p>

OECD-DAC criteria	Reformulated Key evaluation questions and sub questions?	Judgement criteria	Indicators	Data sources	Data collection techniques	Data analysis
Coherence	<p>EQ2: To what extent was CP coherent (internally and externally)?</p> <ul style="list-style-type: none"> To what extent is UNICEF operating within its areas of comparative advantage, and its added value is clear (programming and policy)? To what extent has UNICEF established right partnerships with other key actors (at national/ subnational levels) and is working in coordination with them to achieve complementary/synergies/lower duplication/ in support of its strategic approaches? (external coherence) To what extent is there joint working across teams within UNICEF? <i>[also considering programming and operations teams]</i> (internal coherence) To what extent does UNICEF's sectoral programming approach enhance cohesiveness and integration (rather than creating siloes in structure and design)? 	<p>Evidence that the programme has synergies with other actors to ensure complementarity</p>	<p># of partnerships developed</p> <p>Example of joint working across UNICEF teams (Joint workplans, converge districts, how cross-cutting issues are integrated in work-planning)</p> <p>Perceptions of stakeholders on UNICEF comparative advantage and added value</p> <p>Examples of integration/siloed working</p>	<p>Documents: Programme design documents, progress reports</p> <p>Stakeholders: UNICEF management/technical/program/operations teams, implementing partners, national and local government officials, other UN agencies</p>	<p>Document review</p> <p>Key informant interviews</p> <p>Perception Survey</p>	<p>Thematic analysis</p> <p>Descriptive statistics/cross tabulation for survey data</p>
Effectiveness	<p>To what extent was CP effective?</p> <ul style="list-style-type: none"> To what extent has it achieved programme outputs and is likely to achieve outcomes? What factors may have contributed or hindered achievement of outputs including working at subnational level, the combination of implementation strategies and 	<p>Evidence that the programme has enhanced evidence-based policies, plan, systems and improved institutions, access to and use of quality services.</p>	<ul style="list-style-type: none"> # of targets/results achieved Stakeholders/beneficiary perceptions of results achieved Examples of challenges/obstacles, facilitating factors 	<p>Documents: Programme documents and subsequent revisions, government and partner reports, Annual Country Reports, results framework, national/international research/evaluation</p> <p>Secondary data: including the RBM, other surveys, national datasets, data against key results indicators</p>	<p>Document review</p> <p>Key informant interviews</p> <p>FGDs</p> <p>Perception Survey</p> <p>Analysis of secondary/monitoring data</p>	<p>Thematic analysis</p> <p>Descriptive statistics/cross tabulation for survey data</p>

OECD-DAC criteria	Reformulated Key evaluation questions and sub questions?	Judgement criteria	Indicators	Data sources	Data collection techniques	Data analysis
	<p>challenges posed by COVID-19 pandemic?</p> <ul style="list-style-type: none"> • What are the differential effects of CP across target groups particularly vulnerable children and the most marginalised, such as girls, children with disability, and children in rural areas. • Were key stakeholders (especially young people) involved in programme implementation? What engagement platforms worked well/could be improved? • Was the monitoring and reporting systems adequate to track progress, and inform programme adaptations? • Are there unintended positive/negative consequences from CP implementation strategies? • To what extent has UNICEF Timor-Leste contributed to the development of policies, action plans and other normative documents that provide a medium to long term approach for realizing the rights of children? 			<p>Key stakeholders: Senior UNICEF staff, technical programme teams, Senior Government officials at national/subnational levels, implementing partners other UN/international agencies target population/communities</p>		
Sustainability	<p>EQ4: To what extent are the CP activities and results likely to be sustained?</p> <ul style="list-style-type: none"> • Will the strengthened systems, service delivery, integration, and commitments of national resources for the programmes (at national and local levels) be 	<p>Evidence that the programme has integrated sustainability in its design and implementation to support national ownership</p>	<ul style="list-style-type: none"> • Stakeholder perceptions of sustainability. • Examples of activities/interventions and approaches adopted for scaling up and/or replication. • Examples of arrangements by national and/or local 	<p>Documents: Sustainability plans National Plans and Budgets, Other UN agencies' strategies. Partners MOUs</p> <p>Stakeholders: Senior representatives of other UN agencies, senior UNICEF staff, senior government officials at</p>	<p>Document review Key informant interviews Perception Survey</p>	<p>Thematic analysis Descriptive statistics/cross tabulation for survey data</p>

OECD-DAC criteria	Reformulated Key evaluation questions and sub questions?	Judgement criteria	Indicators	Data sources	Data collection techniques	Data analysis
	<p>sustained beyond the programme period?</p> <ul style="list-style-type: none"> • What factors are likely to help achieve/hinder sustainability? • To what extent were interventions designed and to enable replicability and/or scale-up? 		<p>governments have made (such as ordinances, resolutions, memo circulars, etc.) to sustain the results of the UNICEF's support.</p> <ul style="list-style-type: none"> • 	national and provincial level, implementing partners		
Efficiency	<p>EQ5; To what extent has the CP been efficient?</p> <ul style="list-style-type: none"> • To what extent was there clear prioritisation against scale of needs/areas of potential interventions? • Were there adequate resources to achieve results (financial and HR)? • Is the UNICEF staffing and management structures fit for purpose? • To what extent were activities implemented on time? 	Evidence that the programme has used the human and financial resources as planned and delivered on time	<p>Stakeholder perceptions of extent of prioritisation</p> <p>Extent of implementation according to timelines</p>	<p>Documents: Programme documents, workplans, resourcing plan and budgets (initial and any subsequent revisions), organogram and staffing changes, annual financial allocation and spend</p> <p>Stakeholders: UNICEF planning and finance teams, senior management, programme teams</p>	<p>Document review</p> <p>Key informant interviews</p> <p>Perception Survey</p>	<p>Thematic analysis</p> <p>Quantitative analysis of financial data and survey data</p>
Cross cutting	<p>EQ6: To what extent did the CP consider gender, equity, human rights, disability, and climate change considerations at planning and implementation stages and key successes in this?</p>	Evidence that gender, equity, and human rights considerations were considered at all stages	# programmes with gender, equity, human rights considerations documented		<p>Programme documents (incl. the GPR)</p> <p>KIIs</p> <p>FGDs</p>	Thematic analysis

8.3. ANNEX 3: List of people interviewed

Name	Designation
Faraja Chiwile	Chief of Nutrition
Khadka Suman	Chief of Child Protection
Shyam Sharan Pathak	Chief of Health
Umasree Polepeddi	Chief of Education
Tapuwa Mutseyekwa	Chief of Communication
Suranga De Silva	Chief of WASH, and Emergency/ climate change FP
Ainhoa Jaureguibeitia	Deputy Country Representative
Bilal Aurengezeb	Country Representative

8.4. ANNEX 4: Data collection tools

**UNICEF Timor-Leste
Country Programme Evaluation
Focus Group Discussion (FGD) Guide for FGDs with adolescents and young people**

Introduction

This FGD guide has been designed to conduct FGDs with adolescent and youth. Please use the question most relevant to the group participating in the focus group discussion. This tool is a guide and should be followed as best as possible. Note, however, that all questions in the guide do not have to be asked but it is important that you probe for examples and ensure all participants have an opportunity to share their views as best as possible. Everyone should be asked to provide verbal informed consent prior to the commencement of the focus group discussion.

- Introduce yourself (person conducting the FGD)
- Inform participants about the purpose of the focus group discussion (to gain their views on UNICEF's work to help inform their future work)
- Remind participants of their rights as participants, including that participation is voluntary, their response will remain anonymous and confidential

Informed Consent

The FGD is likely to take around 45 minutes to an hour. There are no known risks as a result of participation in the FGDs.

Do you give your consent to participate in this FGD?

Yes No

Do you give your consent to record this interview: Yes [] No []?

If the participant is under 18 then **ask their adult representative** for consent for them to participate in the FGD.

Do you give your consent for (name of participant) to participate in this FGD?

Yes No

We would like to request that the discussion during this FGD is kept confidential from anyone outside the group.

Questions related relevance of UNICEF programming to adolescents and young people

1. Are you aware of / taken part in/benefitted from any UNICEF activities which were specifically for adolescents and young people? (Probe, remind them of these activities to get discussion going- *(receiving iron folate/ micronutrient tablets, health, nutrition, WASH (water /sanitation) services, education (in school), climate change, emergencies)*)
2. Were these activities responding to your needs (for your health, nutrition, education, WASH, climate change, emergencies) (give examples of what needs were responded to and what needs were not responded to)?
3. Did the activities address the needs and rights of those youth and adolescent who most vulnerable (Probe- for example young girls, young people living with disabilities, low incomes- explain what is meant by rights if needed)?
4. Were you or other young people you know involved in shaping the design of the UNICEF's programme for adolescent/young people? (Probe: did anyone ask you what help you needed, what your needs were, how could you be helped, provide examples of who asked you, when and how you were involved?)
5. What problems are you / other adolescent/young people in your community facing that could be better addressed by UNICEF?
6. Did UNICEF change /adapt its activities during emergencies, such as the Covid-19 pandemic? Could you tell me a little about it?

Questions related effectiveness of UNICEF programming for adolescents and young people.

7. Do you think UNICEF's activities has helped to increase participation and voice of young people in its what it does and how it works (programmes and strategies)? How could engagement with you and other adolescent/young people be improved?
8. What difference have UNICEF's activities made on your and other adolescent/young person's lives in your community? (Probe: has anything changed for you or your family/community/school/health centre or what government services are provided for you?)
9. Which did UNICEF do that helped you the most/ least? (Probe: ask for examples)
10. Did UNICEF's work achieve anything else to help adolescent/young person's (Probe: strengthened national and subnational policies, plans, systems, financing and capacities for adolescent and youth programming)
11. How do you think UNICEF activities can be improved to help improve young people's lives do?
12. Would you like to add anything else?

Additional questions

13. To what extent is UNICEF and other agencies (including government) taking actions, and succeeding in supporting inclusion of adolescent and young people (incl. those from marginalized and vulnerable communities)?

14. Do you have some good examples of things that UNICEF has done or how it worked for promoting adolescent/youth rights and development? (Probe; policies, legislation, advocacy, and partnerships)

15. How do you think UNICEF, government and other agencies can ensure that adolescents and young people participate in decision-making processes?

If you have any questions or comments, please contact - Therese Nguyen Thi Phuong Tam
atam320@gmail.com

Thank you for your time to participate in this focus group discussion

**UNICEF Timor-Leste
Country Programme Evaluation
Focus Group Discussion (FGD) Guide for FGDs with beneficiaries, including people living with
disabilities**

Introduction

This FGD guide has been designed to conduct FGDs with beneficiaries, including people living with disabilities. Please use the question most relevant to the group participating in the focus group discussion. This tool is a guide and should be followed as best as possible. Note, however, that all questions in the guide do not have to be asked but it is important that you probe for examples and ensure all participants have an opportunity to share their views as best as possible. Everyone should be asked to provide verbal informed consent prior to the commencement of the focus group discussion.

- Introduce yourself (person conducting the FGD)
- Inform participants about the purpose of the focus group discussion (to gain their views on UNICEF's work to help inform their future work)
- Remind participants of their rights as participants, including that participation is voluntary, their response will remain anonymous and confidential

Informed Consent

The FGD is likely to take around 45 minutes to an hour. There are no known risks as a result of participation in the FGDs.

Do you give your consent to participate in this FGD?

Yes No

Do you give your consent to record this focus group discussion: Yes [] No []?

We would like to request that the discussion during this FGD is kept confidential from anyone outside the group.

Questions related to relevance of UNICEF programming

1. Are you familiar with work being done by UNICEF in your community? (Probe- ask for examples). Is UNICEF's work/activities (for improving your life and lives people living in your community) according to your needs to achieve your rights? (Probe: (for your health, nutrition, education, WASH, climate change, emergencies) (give examples of what needs were responded to and what needs were not responded to, explain what you mean by rights)
2. Do UNICEF activities target the most vulnerable and marginalised women, children, and adolescents (including those living with disabilities)? (Probe: explain what you mean by vulnerable/marginalised, ask for examples of anyone who may not be getting help, or that are not provided support)
3. Were you or others in your community involved when UNICEF was designing its activities/programme? How were you/they involved? (Probe: did anyone ask you what help you needed, what your needs were, how could you be helped, provide examples of who asked you, when and how you were involved?)
4. Which demands/difficulties do you/ your local community have that could be better addressed by UNICEF?
5. Did UNICEF change/adapt its activities during emergencies, such as the Covid-19 pandemic? Could you tell me a little about it, what could they have done better?

Questions related to effectiveness of UNICEF programming

6. Do you think UNICEF's activities has helped to increase your participation and voice in its programmes (what it does and how it works (programmes and strategies)? How could engagement with you and others in your community be improved?
7. What difference have UNICEF's activities made on your and other people's lives in your community? (Probe: has anything changed for you or your family/community/schools/health centres or what government services are provided for you?)
8. Which did UNICEF do that helped you/ your community the most/ least? (Probe: ask for examples)
9. Did UNICEF's work achieve anything else to help you/ your community?
(Probe: strengthened national and subnational policies, plans, systems, financing and capacities for adolescent and youth programming)
10. How do you think UNICEF activities can be improved to help you and others in your community?
11. Would you like to add anything else?

If you have any questions or comments, please contact - Therese Nguyen Thi Phuong Tam
atam320@gmail.com

Thank you for your time to participate in this focus group discussion!

**UNICEF Timor-Leste
Country Programme Evaluation
Key Informant Interview Guide**

Introduction & Informed Consent

Hello, my name is _____, and I am working with/for **xx**. On behalf of **xx**, we are conducting an **Evaluation of the UNICEF's Country Programme in Timor-Leste (2021-2025)** The information that will be collected will inform evaluation findings, conclusions, and recommendations to help with design of the next country programme.

Today, we would like to interview you (and your name is suggested by xx) and ask questions about the Country Programme. We would very much appreciate your uninterrupted availability for this interview, if possible. Not to miss any of your responses and insights, the interview will be recorded (subject to your permission) for transcription for use for data analysis. We seek your permission to record the interview.

We take the opportunity to reassure you of use of this information for evaluation only and treating it as confidential. The responses will also be kept anonymous. We expect the interview to take 45 minutes to complete. Your participation in this interview is voluntary. Any questions that you don't wish to respond to, please let us know. If at any stage you want to stop the interview, please do let us know to stop.

Do you have any questions about the evaluation or the Interview process at this time?

There are no known risks as a result of your participation in this interview.

Informed consent: Do you agree to participate in this interview: Yes [] No []?

Do you give your consent to record this interview: Yes [] No []?

May I/we begin the interview now? Yes [] No []

Warming up:

Could you describe your position and role within xx?

- a. How long have you been with xx
- b. Were you personally involved in the UNICEF Country Programme (2021-2025)? If yes, for how long?
- c. What are the different components of the Programme you were involved in?
- d. What has been your role in supporting the Programme?

Relevance

1. Do you think UNICEF's programme responds to country needs and prioritises the right areas of work. Should UNICEF focus on other areas?

Probe: UNICEF's value add? Aligned with government policies and strategies? Correct balance across 4 thematic areas? Were the right partnerships forged?

2. To what extent are the implementation strategies at national, subnational and community levels adequate to address the needs of the various stakeholders. (Probe: refer to UNICEF implementation strategies, evidence generation, policy dialogue and advocacy, systems strengthening, service delivery, partnerships capacity building (community and institutional), cross sectoral programming).

Probe: Right balance at national policy level (upstream), municipality level (midstream), and community level (downstream)? Was sufficient attention given to reaching scale with the programmes implemented?

3. Did UNICEF adapt its strategies and approaches appropriately to the changing context, including the COVID-19 pandemic?

4. Were cross cutting issues, including equity, human rights, voice and accountability, gender equality and empowerment of women, disability, and climate change adequately mainstreamed across strategies and interventions.

Coherence

5. Is UNICEF's programme complementary to other implementing partners (including other UN Agencies), and how well do they coordinate to reduce duplication and ensure synergies? (external coherence)

6. How well have UNICEF teams worked together to ensure synergy? (internal coherence)

7. Does UNICEF's sectoral programming approach enhance cohesiveness and integration (or does it create siloed working)? Is there a better way for UNICEF to structure their strategies and interventions to promote integration?

Effectiveness

8. To what extent have programme outputs been achieved and outcomes likely to be achieved? What factors may have contributed or hindered achievement of intended programme outputs?

Probe: Such as change in context (COVID-19, floods, change in government), lower national budget allocations, systemic weaknesses, etc.

9. What has worked well and less well at the different levels of operation. To what extent has UNICEF actions resulted in a more enabling environment (policies, funding, normative guidance...) for realising child rights.

10. Are there any unintended positive/negative consequences from CP implementation strategies.

11. Has the programme narrowed equity and inclusiveness gaps, including those based on income, disability, gender, and geography?

12. Are the vulnerable (especially young people) meaningfully engaged and their voices shaping programmes if not how can this be improved?

13. Was the monitoring and reporting systems adequate to measure progress, and inform programme decisions and adaptations?

Efficiency

14. Were there adequate resources to achieve results (financial and human), and were they deployed optimally?

15. Is the UNICEF staffing and management structures fit for purpose?

16. To what extent were activities implemented on time?

Sustainability

17. Was sustainability adequately considered during programme design and implementation? What steps did UNICEF take to promote sustainability of programme outputs and outcomes.

Probe: For example, arrangements by national and/or local governments (such as ordinances, resolutions, memo circulars, etc, taking up programmes/activities into their own budgets.) to sustain the results of the UNICEF's support.

18. What factors are likely to help achieve/hinder sustainability

19. Which programme elements (new policies, strengthened systems, service delivery capacity, integration, pilot learnings, increased resources etc.) are likely to be sustained beyond the programme period?

If you have any questions or comments, please contact - Therese Nguyen Thi Phuong Tam
atam320@gmail.com

Thank you for your time to participate in this interview

UNICEF Timor-Leste Country Programme Evaluation Perception Survey Questionnaire

For assessment of UNICEF's strategic positioning (UNICEF's added value and comparative advantage)

Dear colleagues,

UNICEF Timor-Leste has commissioned an external evaluation firm, HealthGen Evaluation and Research Consulting, to conduct an independent evaluation of Country Programme (2021-2025). The Evaluation Team is pleased to invite you to participate in this perception survey. The data collected will be used to inform the evaluation report.

Purpose of the survey: To provide insights into UNICEF Timor-Leste's Country Programme (2021-2025) and inform the design of the next Country Programme Document due later this year.

Participation: Participating in this survey and the evaluation is voluntary.

Procedures: If you choose to participate, this survey will ask some questions about your experiences of working with UNICEF. We kindly invite you to take the survey in one sitting while connected to the internet, as answers will not be saved unless the entire survey has been completed and submitted.

Duration: The survey will take around 15 minutes to complete. The online survey will remain open until (date to be determined).

Data protection: All data will be anonymized, and only the external and independent evaluation team will have access to the survey data.

Questions: If you have any questions or face any technical issues in accessing the survey, please contact Tanja Rajkovic on tanja.rajkovic236@gmail.com

Thank you for your participation in this important evaluation!

There are no known risks as a result of your participation in this survey.

Informed Consent

I give my consent to participate in the survey

Yes **No**

Question 1: Do you think UNICEF plays to its strengths and is doing the right things in supporting the Government of Timor-Leste to improve the lives of children, adolescent, and women?

- a. Yes, definitely
- b. Yes, mostly
- c. No, not much
- d. No, not at all
- e. I don't know

Question 2: In your view, has UNICEF established the needed partnerships and ways of working to deliver their programmes of work?

- a. Yes, definitely
- b. Yes, mostly
- c. No, not much
- d. No, not at all
- e. I don't know

Question 3: What do you consider to be UNICEF's **top THREE successes** in Timor-Leste over the last four years – (that is, UNICEF initiatives or activities that have contributed or are likely to contribute to important changes across sectors in Timor-Leste).

Top success 1:

Top success 2:

Top success 3:

Question 4: To what extent do you agree with the following statements related to UNICEF's comparative advantage?

Area of work	Comparative advantage	1. Strongly agree	2. Agree to an extent	3. Do not agree	4. Don't know
--------------	-----------------------	-------------------	-----------------------	-----------------	---------------

Overall	UNICEF is widely respected, and has long-standing and trusted relationship with Government				
Child Survival and Development	UNICEF has demonstrated health, nutrition and WASH policy and programming expertise				
	UNICEF has proved influential stakeholder in climate change issues				
	UNICEF has strong multi-sectoral relationships				
	UNICEF is excellent at doing community/social mobilization				
Learning (Education)	UNICEF has demonstrated education policy and programming expertise				
	UNICEF has strong, diverse, multi-sectoral relationships and a coordination role				
	UNICEF has holistic approach including equity, inclusivity, and sustainability				
Child Protection	UNICEF has strong, diverse, multi-sectoral relationships				
	UNICEF has proven system's strengthening approach				
	UNICEF utilises social and behavioural change strategy				
	UNICEF invests in innovations				
Inclusion and Participation sector	UNICEF has demonstrated youth policy and programming expertise				
	UNICEF has extensive field presence				
	UNICEF has strong multi-sectoral relationships				
	UNICEF has global reach and communication expertise				
	UNICEF does capacity building and youth engagement				

Question 5: Please rate UNICEF's performance on its following areas of work (on a scale of 1-5 (5 being excellent, 1 being very poor and 6 for Don't know):

Area of work	1. Very poor	2. Poor	3. Fair	4. Good	5. Excellent	6. Don't know
Nutrition						
Child Protection						
Water, Sanitation, Hygiene						
Education						
Social Policy						
Early Childhood Care and Development						
Adolescents						
Disaster Risk Reduction/Management / Climate Change						
Emergency Response						

Equity, (children with disabilities, urban poor, special protection needs children, gender equality)						
--	--	--	--	--	--	--

Question 6: Which are the **top THREE programme areas** where UNICEF has performed **less well**, and what do you think are the reasons for this?

Programme area 1:

Programme area 2:

Programme area 3:

Question 7: In your view, could UNICEF be doing anything differently to optimize results for children, adolescents, and women?

1. In **general**
 - a. Yes, significantly different
 - b. Yes, somewhat different
 - c. No, only minor changes to its programmes
 - d. No, nothing different
 - e. I don't know how to respond
 - f. Please briefly provide reason for your answer

2. For the **most vulnerable and disadvantaged** children, adolescents, and women
 - a. Yes, significantly different
 - b. Yes, somewhat different
 - c. No, only minor changes to its programmes
 - d. No, nothing different
 - e. I don't know
 - f. Please briefly provide reason for your answer

Question 8: Do you have any specific recommendations for UNICEF to take on board when moving forward into the next Country Programme? What are the things you would like to see them continue/discontinue/new areas of focus in the future? *(for example child survival and development, learning, child protection, inclusion, and participation; cross-cutting issues (e.g. climate change, emergency response, environment, gender equality, human rights, etc.), other topics [Open response]*

1. Areas of work UNICEF should **continue to work on** in the next Country Programme
2. Areas of work UNICEF should **discontinue its work** in the next Country Programme
3. New areas of work UNICEF should **focus on** in the next Country Programme

Question 9: Are there any other things related to UNICEF's activities and performance in Timor-Leste that you would like to share with us for the evaluation? [*Open question*]

Thank you for taking your time to participate in this survey!

8.5. ANNEX 5: List of inception phase questions

Country Programme Evaluation (2021-2025)
UNICEF Timor-Leste
Inception Phase
Key Informant Interviews – Guiding Questions

Introduction of the context: I'm part of the evaluation team conducting evaluation of UNICEF's **Country Programme in Timor-Leste**. We are in the inception phase and conducting preliminary interviews to help us understand your expectations about the evaluation, as well as to refine the scope, areas of focus and methodological approach.

About the interviewee:

1. Can you tell us about your role and involvement in UNICEF's Country Programme?
2. How long have you been in your role and was part of UNICEF's Country Programme interventions in Timor-Leste?

Key questions

1. How can this evaluation be useful for your organisation/department / unit / team and what is your interest in the evaluation?
2. What are the priority topics /areas of inquiry, related to UNICEF's Country Programme in Timor-Leste, that should be addressed by the evaluation, including gaps in current programming and future needs in Timor-Leste?
3. What are some of the biggest challenges that the programme has faced?
4. What have been some of the key changes in the context in Timor-Leste, and in the sectors that UNICEF has been working in since 2021?
5. What sources of information are available, from your organisation/department / unit / team, that may be relevant for the evaluation?
6. Which other key informants/stakeholders could be relevant for the evaluation? (Internal from UNICEF and external from Timor-Leste, partners, UN, others).
7. Are there key documents that we should be reviewing (strategies and policies, initiatives, and frameworks) that will help in the understanding of the Country Programme?
8. Which Municipalities/ subnational areas/communities could be potential nominees for data collection (i.e., focus group discussions/interviews)?
9. What are some of the biggest challenges that UNICEF experienced during implementation of the CP? How would you like the evaluation to engage with those issues to support future programming?
10. What are the some of the challenges that the evaluation team should be aware of as they plan for it?
11. Are there any areas or topics that haven't been covered above in our discussion so far that you think we should include in the evaluation?

Thank you for your time to participate in this interview

8.6. ANNEX 6: Ethical Clearance

(INCT)
Avenida de Balide, Dili, Timor-Leste. Tel. (+670) 78269204/7660660, email: inct.secretariado@gmail.com

N. ° Ref : 114/Pres. Exec/INCT/YI/2024
Dili: June 25, 2024

Ethical Approval Letter

Dear Dr Robina Shaheen

The National Institute of Science and Technology of Timor-Leste would like to thank you for submitting the research project entitled *Evaluation of the UNICEF Timor-Leste Country Programme (2021-2025)*

This research proposal was received by the services of the INCT on the *June 18, 2024* and was reviewed on the *June 24, 2024* by an Ethics and Technical Committee appointed by the institution for this purpose.

We are very pleased to announce that the Ethics Committee of the INCT has granted ethical and technical approval to your research project. This approval is, however, subject to compliance with some conditions:

INCT Conditions

This Ethical and Technical Approval is subject to the following conditions:

1. **Duration:** This Ethical and Technical approval to conduct scientific research has a duration of one year, from the **June 25, 2024** to the **June 25, 2025**
2. **Final Report/Progress:** The Principal Investigator must submit a written Final Report/Progress to the INCT in the last month of the project completion date or on a date agreed upon by both sides (Principal Investigator and INCT).
3. **Mandatory Notification to the INCT:** It is necessary for the Principal Investigator and research team (if applicable) to notify the INCT if:
 - a) Any change arises to the project and consequently it is necessary for the INCT to review the ethical and technical approval of the project;
 - b) Any difficulty to manage issue arises regarding the protection and safety of the participants, especially minors, psychological sensitivity or others;
 - c) If there is a change in the Principal Investigator of the Research Project, the substitute and his/her contact details should be indicated.
 - d) If there is a change/discontinuity of any location where data collection is to be carried out or there is a significant delay;



(INCT)

Avenida de Balide, Dili, Timor-Leste. Tel. (+670) 78269204/7660660, email: inct.secretariado@gmail.com

- e) In the event of accidents in experimental research conducted in the laboratory or in the field.
4. **Letter of Knowledge/Authorization:** This letter of ethical approval does not replace the authorization that needs to be sought from the relevant authorities, the authority of municipalities (sucos and villages), public and private institutions/organizations and individuals to proceed with the research activities. It is necessary for the research team to request the appropriate authorization(s) to conduct scientific research at the respective sites.
5. **Research Conduct and Ethics:** The attitudes, behaviors and ethics of research is the sole responsibility of the Principal Investigator and the Research Team. It is absolutely indispensable for the research team, who are representing their institution:
- a) To maintain a posture of cordiality, good manners, honesty, integrity and punctuality with all participants;
 - b) The essential contents of the Informed Consent shall be explained to the participant before and after the interviews or questionnaires are carried out and the confidentiality of his/her data shall be protected from third parties at any cost.

In case any situation that is not foreseen in the project, the withdrawal from the research project, or the need for extension of the study deadline, it is necessary to notify the INCT responsible persons.

If you have any questions, please contact the Research ethics Commission of the INCT, Dra. Jacinta Guterres, at the contact number +670 77414785 and e-mail jacintadossantosguterres@gmail.com.

The INCT sincerely wishes for the scientific research to be carried out with full success.


Dr. José Cornélio Guterres
O Presidente do Conselho Executivo do INCT

