

INCEPTION REPORT  
DRAFT

EVALUABILITY  
ASSESSMENT  
OF  
THE GOVERNMENT OF  
MONGOLIA – UNICEF  
COUNTRY PROGRAM  
(2023 - 2027)

IMPLEMENTED BY



LTA ON EVALUATION

LED BY:

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## ABBREVIATIONS

C4ED	Center for Evaluation and Development
CC	Climate Change
CPD	Country Programme Document
CPE	Country Programme Evaluation
CRC	Convention on the Rights of the Child
EA	Evaluability Assessment
EM	Evaluation Manager
GD	Group Discussion
HQ	Headquarters
IFIs	International Financial Institutions
IMEP	Integrated Monitoring and Evaluation Plan
KII	Key Informant Interview
LTA	Long Term Agreement
M&E	Monitoring and Evaluation
MCO / UNICEF MCO	UNICEF Mongolia Country Office
MoES	Ministry of Education and Science
MoU	Memorandum of Understanding
PCA	Partnership and Cooperation Agreements
PM	Project Manager
QA	Quality Assurance
QAS	Quality Assurance System
SITAN	Situation Assessment and Analysis
TL	Team Leader
ToC	Theory of Change
UN	United Nations
UNEG	United Nations Evaluation Group
UNICEF	United Nations Children's Fund
UNICEF EAPRO	UNICEF East Asia and Pacific Regional Office
UNSDCF	United Nations Sustainable Development Cooperation Framework
WASH	Water, Sanitation and Hygiene
WP	Workplan

## 1. CONTEXT OF THE EVALUABILITY ASSESSMENT

### 1.1 COUNTRY BACKGROUND

Mongolia is a country of East-Central Asia, with a population of 3.5 million people. Nearly half of the population resides in Ulaanbaatar, the capital city, and the rest reside in small urban centers and rural areas across its 21 provinces. Demographically, Mongolia is a country of youth with 61 percent of the population being under the age of 34 years old as of 2022. Specifically, 22% are children up to 9 years old, and 23% are adolescents and youths aged 10 to 24<sup>1</sup>.

Economically, since its transition towards a market driven economy and democracy in the 1990s, the country's economy has tripled its gross domestic product with increase, with a 4.8% in 2022 according to the National Statistics Office. Although it was impacted by the COVID-19 pandemic, the country's economy is recovering. As a recent update on the poverty study by the National Statistics office and World Bank, poverty rate is 27.1<sup>2</sup> percent nationally and 914 thousand people are living below the poverty threshold which is 418090 tugrugs (123 usd as of February 13) per adult a month. Poverty rate is notably higher in rural regions (35.6 percent) compared to urban areas (23 percent). Despite the slow progress in poverty reduction influenced by the COVID-19 pandemic, the Mongolian government has upheld substantial investment in the social sector. A considerable domestic relief package, including increased transfers for child money and food stamp programs, has played an important role to mitigate the impact of the pandemic in terms of poverty levels.

Children's education access is relatively high with the primary and secondary education school enrollment rates exceeding 95 percent in 2022<sup>3</sup>. However, education is not equally accessible across the country as children living in nomadic and pastoral communities often encounter challenges. According to statistics, 4200 out of 11300 children with disabilities are out of school or not in preschool due to the several factors such as poor infrastructure, the absence of supportive environments and institutions tailored to their specific needs. Additionally, the children of herder families often stay in dormitories or live with one of their parents, relatives, siblings in the urban area closer to the educational institutions, as their homes are located in rural areas.

The Child Protection System is strengthened by the updated legislations of Child Rights Law Child Protection Law and Law on Combatting Domestic Violence of 2016. These measures aim to ensure that every child in Mongolia attains their right to protection from all forms of violence. Additionally, the Government has implemented the National Programme of Action on Child Protection and Development. However, domestic violence, child abuse cases, and children trafficking remain areas of concern, hindering effective intervention and support for at-risk children.

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<sup>1</sup> National Statistics Office, [https://www.1212.mn/en/statistic/statcate/573051/table-view/DT\\_NSO\\_0300\\_003V1](https://www.1212.mn/en/statistic/statcate/573051/table-view/DT_NSO_0300_003V1)

<sup>2</sup> National Statistics Office,

[https://www2.1212.mn/tables.aspx?tbl\\_id=DT\\_NSO\\_1900\\_007V1&13999001\\_select\\_all=0&13999001SingleSelect=\\_T1\\_T2\\_T3&HSEH\\_select\\_all=0&HSEHSingleSelect=\\_1&YearY\\_select\\_all=0&YearYSingleSelect=\\_2022&viewtype=table](https://www2.1212.mn/tables.aspx?tbl_id=DT_NSO_1900_007V1&13999001_select_all=0&13999001SingleSelect=_T1_T2_T3&HSEH_select_all=0&HSEHSingleSelect=_1&YearY_select_all=0&YearYSingleSelect=_2022&viewtype=table)

<sup>3</sup> National Statistics Office, [https://www.nso.mn/en/statistic/statcate/48171312/table-view/DT\\_NSO\\_2002\\_012V1](https://www.nso.mn/en/statistic/statcate/48171312/table-view/DT_NSO_2002_012V1)

## 1.2 UNICEF COUNTRY PROGRAMME

The United Nations Children’s Fund (UNICEF) has been actively working in Mongolia for nearly 60 years, dedicated to upholding the rights of children in the areas of survival, development, participation, and protection. This commitment is guided by the Convention on the Rights of the Child (CRC). Operating within the Country Programme, UNICEF in Mongolia aligns itself with international obligations and has played a significant role in the country's transformation over the past three decades.

The recent UNICEF Country Program (2023-2027) supports Mongolia's Vision 2050 policy, aiming to uphold children's rights in alignment with international conventions and national obligations. This comprehensive program is guided by principles such as equity, gender equality, resilience, and sustainability. Aligned with the UNICEF Strategic Plan (2022–2025) and the UNSDCF (2022–2027), the program focuses on key challenges and advances child rights through strategic interventions across six program components.

These components encompass health, education, child protection, water, sanitation, hygiene, social inclusion, and program effectiveness. Also, the program places a strong emphasis on data-driven decision-making, evidence-based policies, and collaborative partnerships with diverse stakeholders within the efforts of monitoring, learning and evaluation.

- 1. Health, Nutrition, and Development:** This component focuses on improving child health and nutrition by enhancing access to quality healthcare services, immunization, and nutrition programs, with the aim of reducing child mortality and stunting rates. It is designed to contribute to the United Nations Sustainable Development Cooperation Framework (UNSDCF) outcome 1, “By 2027, people in urban and rural areas, especially the most vulnerable and marginalized, equally realize their full human potential and benefit from inclusive, rights-based, gender- and shock-responsive health and nutrition, education, social protection, water, sanitation and hygiene (WASH) and other services” and align with the health, nutrition, and early development targets outlined in the Mongolia Vision 2050 policy. Working in collaboration with the Ministry of Health, United Nations agencies, various groups including young people, women, and people with disabilities, as well as other partners, UNICEF aims to enhance access to quality and inclusive healthcare services. Additionally, the program focuses on protecting children and women from undernutrition, micronutrient deficiencies, and issues related to overweight and obesity. UNICEF aims to promote positive behaviors and social norms related to health, nutrition, and early development, empowering caregivers through various channels, including social networks and partnerships with young parliamentarians.
  
- 2. Education:** UNICEF is committed to ensuring every child in Mongolia has access to quality education. This component emphasizes enhancing the education system's quality, inclusivity, and relevance, with a focus on early childhood development and basic education. It aims to support the Ministry of Education and Science (MoES) in meeting national commitments outlined in the Education Sector Medium-Term Development Plan 2030. Key strategies include enhancing the capacity of MoES and early childhood education service providers to implement gender-transformative policies, ensuring quality early childhood education for children with disabilities and those from herder and poor families. Additionally, UNICEF aims

to strengthen the capacities of education system actors to provide equal learning opportunities and improve foundational literacy and numeracy. Efforts include creating a policy environment that meets the needs of minority groups and children with disabilities, supporting infrastructural improvements for safety and accessibility, and fostering cross-sectoral collaboration for a healthier school environment.

3. **Child Protection:** Protecting children from all forms of violence, exploitation, and abuse is a core component of the program. It is dedicated to contributing to UNSDCF outcomes 1 as above mentioned and 4 “By 2027, policymaking and implementation in Mongolia is more gender-responsive, participatory, coherent, evidence-informed and SDG-aligned; governance institutions at all levels are transparent and accountable; and people, especially the marginalized groups, have access to justice and rule of law for full realization of human rights”, with a primary focus on reinforcing a child protection system that is inclusive and effective in preventing and responding to child protection violations, even in humanitarian contexts. The program aims to prioritize the well-being of boys and girls at the highest risk of such violations, including children with disabilities, those without parental care, and those in contact with the law. It works to strengthen child protection systems, provide psychosocial support, and advocate for child rights.
  
4. **Water, Sanitation, and Hygiene (WASH) and Climate Change:** This component addresses critical issues related to access to clean water, sanitation services, and the impact of climate change on children and families. It contributes to achieving UNSDCF outcome 1 by collaborating with the Ministry of Construction and Urban Development and the Ministry of Environment and Tourism. The primary objective is to ensure that the most disadvantaged children benefit from increased access and utilization of WASH services while simultaneously reducing environmental pollution and natural disaster risks. UNICEF's approach involves supporting local communities and institutions to enhance access to safely managed WASH services, particularly for the most vulnerable, including people with disabilities. Through innovative climate financing projects and the scaling up of low-carbon technologies, UNICEF strives to foster community resilience, environmental sustainability, and youth-led actions in decision-making processes.
  
5. **Social Inclusion and Evidence:** UNICEF seeks to promote social inclusion by addressing disparities and vulnerabilities, particularly among marginalized groups. The program aims to create an inclusive society where every child has equal opportunities. It also places a strong emphasis on data-driven decision-making and evidence generation. It contributes to UNSDCF outcome 1 and supports government initiatives aimed at reducing poverty and social exclusion. In collaboration with key partners such as the International Labour Organization, the Food and Agriculture Organization, and others, UNICEF will assist the Ministry of Labor and Social Protection in enhancing knowledge and evidence within the social protection system. The goal is to inform the development of a comprehensive, child-sensitive national policy framework that promotes the coherence, effectiveness, and shock-responsiveness of social protection interventions. In partnership with the National Statistical Office, UNICEF seeks to enhance national capacities to produce and use quality data and evidence for policy decisions, particularly related to child multidimensional poverty at both national and subnational levels.

6. **Program Effectiveness:** This component focuses on ensuring the effectiveness and efficiency of UNICEF's programs in Mongolia by fostering partnerships and collaborations with the government, civil society organizations, and other stakeholders. It serves as a cross-cutting support system across all program areas, ensuring that country program planning, monitoring and evaluation, financing, and management adhere to high-quality programming standards. This comprehensive component encompasses external communication, advocacy, social and behavior change, and technology for development, aiming to promote the implementation of child rights recommendations within the national agenda. By driving knowledge management, fundraising initiatives, private sector alliances, and public support, UNICEF seeks to maximize contributions from businesses to achieve positive outcomes for children and young people.

With above programs, the country program outlines six main outcomes to be achieved by 2027, each with specific outputs aimed at improving the well-being and rights of children and adolescents in Mongolia. Outcome 1 focuses on ensuring children and adolescents' right to survive and thrive in a healthy, safe, and supportive environment. Outputs include strengthening the health system's capacities for quality primary healthcare, promoting nutritious diets and healthy lifestyles, and enhancing early childhood development services. Outcome 2 aims to provide equal quality learning opportunities for children from early childhood to adolescence. Outputs include enhancing capacities for early childhood education, improving access to quality learning for all children, strengthening environments for adolescent skill development, and implementing digital transformation in education. Outcome 3 seeks to empower and protect children and adolescents from violence and exploitation. Outputs include strengthening child protection legal frameworks, improving the social service workforce, and enhancing knowledge and skills to prevent violence against children. Outcome 4 focuses on ensuring children's access to safe and resilient water, sanitation, and hygiene services in a healthy environment. Outputs include increasing access to quality water and sanitation services, strengthening WASH systems, and addressing environmental pollution and climate change. Outcome 5 aims to benefit children from evidence-driven anti-poverty policies and programs. Outputs include strengthening social protection systems, increasing political commitment to child rights-related budget allocation, and improving policy decisions based on quality data. Outcome 6 emphasizes efficient program design, coordination, and management. The output includes activities related to program coordination, communication, advocacy, partnerships, social behavior change, technology for development, and operational support.

## **2. PURPOSE, OBJECTIVES AND SCOPE**

In July 2022, UNICEF's Executive Board adopted the Mongolia's Country Programme Document 2023-2027 (CPD). The Mongolia Country Office (MCO) aims to undertake an EA of the CPD to assess if the results to be reached for children at the conclusion of the Country Programme are rational, quantifiable and evaluable. As per UNICEF's *Guidance Note for Conducting Evaluability Assessments* (2019), "evaluability assessments should be considered early in the programme cycle" by an external RBM or evaluation expert, with the aim to guide design and to check that implementation is going forward as planned. The key focus of the EA, as highlighted in the Guidance Note, is to assess the validity of the Theory of Change (ToC) and the availability of

relevant data, involving the analysis of both the “evaluability in principle” and the “evaluability in practice” of the CPD<sup>4</sup>.

An initial document review revealed that certain aspects of the CP theory of change are not explicit and are nascent in development. In particular, the CP does not provide clear codification of programme convergence in the theory of change, but the CP and Programme Strategy notes do identify entry points for collective impact that need to be validated with relevant programme specialists in the course of data collection phase. The final objective of the EA is to enhance the evaluability of the UNICEF Country Program in Mongolia (2023-2027), thereby facilitating more effective program management and advancing the rights and well-being of children in the region. The enhanced evaluability is guaranteed through the expected outcomes of the EA, related to the improvement of program clarity, enhancement of the logical framework, identification of measurable and realistic results, mitigation of risks, improvement of the data system and development of groundwork for future evaluations of the CPD. The scope of the EA encompasses various critical aspects of the program’s design and implementation. The comprehensive assessment is focused on ensuring the program’s effectiveness and its alignment with strategic objectives. The scope of the EA thus includes:

1. **Relevance and Logical Alignment:** The EA will evaluate the relevance and logical alignment of the program’s intended results with the current Country Program’s objectives. This assessment will involve a review of the ToC used by the MCO to determine whether it logically supports the strategic programming of the Mongolia Country Programme for achieving its planned results.
2. **Program Component Review:** Each of the program’s component, i.e. Health, Nutrition and Development; Education; Child Protection; WASH and Climate Change; Social Inclusion and Evidence; Program Effectiveness, will be reviewed. The goal is assessing the plausibility and clarity of the strategic concepts within each component and to evaluate the associated evidence generation systems.
3. **Monitoring and Evaluation Frameworks:** The EA will examine the existing M&E frameworks for each outcome area within the Country Program. This will involve assessing the measurability of indicators, the availability of data sourced, and the adequacy of management arrangements and mechanisms for monitoring, reporting, and learning.
4. **Equity, Innovation, Gender, and Humanitarian Action:** Special attention will be given to assessing how equity, innovation, gender, and humanitarian action have been integrated into the program’s design and planning.
5. **Guidance for future evaluations:** The EA will provide guidance on approaches to conduct evaluations of sectoral programs and the Country Programme, including the Country Programme Evaluation (CPE) scheduled for 2025.

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<sup>4</sup> UNICEF, *Guidance Note for Conducting Evaluability Assessments*, February 2019. Page 8.

### 3. METHODOLOGY

The EA will be conducted in manner to actively promote (i) national ownership of UNICEF results, (ii) evaluative thinking in planning and programing as well as (iii) accountability for result in a relevant final product. The EA will integrate gender and human rights principles throughout the evaluability exercise process. The EA will also incorporate a theory of change approach to understanding the causal model that outlines the sequences of events that are expected to lead to the desired outcomes of the new CPD. The process of assessing the theory of change can also help to identify gaps and opportunities for improvement in the design and implementation of the programme. Based on the inception interviews, the EA Team will also pay a specific attention to the human and financial aspects of the Country Programme, such as fundraising issues (in particular monitoring the results of fundraising by MCO). This analysis will contribute to assessing resource availability for country programme monitoring and evaluation. In general, the EA Team will adopt a participative approach with the goal of developing a report that is as informative as possible to learn about program design, results-based management, and possible enhancements to the CPD.

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#### 3.1 EVALUABILITY ASSESSMENT QUESTIONS

The following is a list of the primary questions to be addressed by the EA, according to Evaluability Categories. Questions that were not in the original TOR but have been added by the EA team have been highlighted in bold. The additional questions were added based on the Inception meetings with the UNICEF MCO senior management as well as PME staff:

##### *Evaluability in Principle: Logic and design of the Results Framework and Associated Strategies*

- Are the Country Programme's outcomes aligned to the country's priorities and based on a Situation Analysis of Children? To what extent, are the agreements and alignment between UNICEF Workplans and its counterparts and the Country Programme Document?
  - **What has changed about the operational environment in the country due to COVID19 and external geopolitical factors (prolonged border closure restriction with China, the Ukraine crisis) and what impact does this have on the CP logic and future evaluations?**
- How relevant is the Country Programme in relation to UN system planning frameworks, such as UNSDCF (2023-2027)?
- Does the programme have a clear strategic intent and an explicit ToC?
  - Are the ToCs for programme components adequately described, and is there clarity of logic across the results levels? Is there a logical flow from outputs to the achievement of outcomes? Does the Country Programme Document have gaps in the causal pathway that would affect the likelihood of UNICEF achieving the planned outcomes? Does the ToC clearly define UNICEF contribution towards the goal and objectives' achievements?

- Does the design of the Country Programme as a whole and the individual thematic programmes allow sufficient time to achieve the results articulated in the ToC?
- **To what extent are vulnerability and equity adequately addressed in programme design and ToC (including gender equity, disability inclusion and social inclusion)?**
- To what extent are the planned results, indicators and activities measurable, clear and realistic?
  - To what extent do the present indicators represent a necessary and sufficient set of performance markers for measuring the status of results? Has a base line and target value for the indicators been provided at output and outcome levels? What baseline data still needs to be gathered as the basis for measuring the programme's progress over time?
  - To what extent are cross-cutting strategies, such as gender, advocacy, partnerships, social and behavior change have clear targets and have indicators that are measurable?
- Have risks and assumptions been adequately identified, and are plans to address important risks and assumptions in place? Is the design flexible and responsive to external factors?

The EA Team will assess the clarity of objectives, alignment, logic and coherence of each of the five program components of the country programme including its Theory of Change.

#### ***Evaluability in Practice: Mechanisms and systems to monitor results***

- **Are resources aligned with the results?**
  - **Are the resources adequate and well sequenced to fund the outcome areas? Are data and systems in place (such as unit costs or costing models) to allow UNICEF to assess the adequacy of resources to achieve intended results?**
  - **Are the budgets made available for the items in the Costed Evaluation Plan?**
- Does the Country Programme have a monitoring system to gather and systematically analyse information for decision making with defined responsibilities, resources and periodicity?
  - Are the current planning, monitoring and reporting systems and tools, particularly data collection and analysis systems, adequately structured to enable the MCO and stakeholders to monitor and report against planned results of the new Country Programme? How good is the quality of data for indicators? Are the UNICEF MCO, its counterparts and implementing partners adequately staffed to provide necessary information for evidence generation on a periodic basis?
  - Are there adequate workflows in place to ensure relevant aggregated information and monitoring data from programme teams is shared with the

senior management? Are the processes and systems in place used for decision-making and programme improvements?

- What challenges, if any, do stakeholders anticipate in gathering information? Are there relevant publicly available data sources that could be useful for the Country Programme? To what extent, do stakeholders think it will be feasible to gather information from beneficiaries, implementers and partners? Is there a means of verification system in and reliable to generate information at reasonable intervals to help monitor change?
- Is the necessary documentation, baselines and indicators available to conduct the planned evaluations, particularly the upcoming CPE? If not, are the mechanisms in place to collect the relevant information?
- How do the planned evaluations link to the various research, studies and other knowledge initiatives undertaken by programme sections to improve the overall evidence generation and synthesis in the MCO?
- **Are adequate mechanisms in place to gather data on gender equality, disability inclusion, social inclusion or equity amongst programme beneficiaries?**

As the CPD is on early stage of implementation, the EA will focus on 'evaluability in practice' to assess the operationalization and implementation of the Country Programme with a light focus on 'evaluability in principle'. The EA Team will review the results framework indicators from the sector priority areas, assess the adequacy and validity of the indicators, tools and systems for monitoring, measuring and verifying results in addition to the adequacy of resources to meet the expected results.

#### *Utility: Evaluation Readiness*

- Is there a demand for the evaluations scheduled in the CEP? If not, why? Do the section programmes and the Country Programme include a clear plan and budget for evaluations? Are the planned evaluations aligned to the outcomes and respond to the needs of the programme?
- Will the current Country Programme accumulated enough implementation experience to enable useful lessons to be extracted by the time to conduct the CPE?

The EA Team will analyze evaluation readiness for the programme as a whole, rather than just the designated EA sector priority areas.

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## 3.2 DATA COLLECTION METHODS

The evaluability assessment will rely mainly on qualitative inquiry methods which will be complemented with quantitative methods. The data will be collected both from primary and secondary sources.

## SECONDARY DATA

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The desk review began during the inception phase and will continue in the Data Collection and Analysis Phase of the EA. The EA will be based on evidence-based information that is credible, reliable and useful. The EA will review all relevant documents, such as CPD, Integrated Monitoring and Evaluation Plan (IMEP), Strategy Notes, Annual Workplans, Annual Reports, Programme Cooperation Agreements, MoUs, MCO organigram, prior thematic evaluations conducted, and any other materials that the EA Team considers helpful in an evidence-based assessment. A full list of documents examined will be listed in an annex in the final report. Also a list of documents reviewed as a part of the Inception phase is listed in Annex 1 of the present report.

## PRIMARY DATA

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### KEY INFORMANT INTERVIEWS (KIIS)

The EA Team will conduct KIIs and group discussions (GDs), where appropriate with selected stakeholders. Meetings with representatives of the following groups of stakeholders will be arranged:

- UNICEF staff
- UNICEF senior management
- UNICEF PME staff
- Counterparts/Partners (Government, Implementation partners/Academia, development partners, other UN agencies, private sector)

Interviews will be conducted in a semi-structured fashion. They will be guided by interview protocols based on the questions outlined in the evaluation matrix (see Annex 2). Prior to each interview, the protocols will be modified to emphasize the specific outcome areas relevant to each stakeholder. They will also be modified as needed for specific queries linked to gaps and/or ambiguities discovered during the document assessment and learning from the KII in real time allowing the assessment a dynamic adaptive quality.

Interviews have three main purposes: 1) to supplement, validate, or disprove findings emerging from the desk review; 2) to provide the EA Team with perspectives and analyses that are not present in the programme documentation, and 3) to illustrate particular points when developing the results and recommendations of the evaluability assessment. The EA Team will use the purposive sampling for the selection of the stakeholders for the KIIs and GDs. The main criteria applied include: type of stakeholder, role in the programme implementation in one of six CPD programme areas, level of involvement in CPD design and implementation, and programme size and budget.

The anticipated duration of the interviews or group discussions will be between 60 and 90 minutes. The KIIs and GDs are expected to be recorded, but only upon acquiring the relevant consent from the respondents. Interviews will be conducted in person and remotely (through Zoom, Microsoft Teams, WhatsApp). The interview protocols for UNICEF staff, UNICEF senior management, UNICEF PME staff, counterparts and partners are included in Annex 4.2. Overall, the EA Team plans to conduct a minimum of 36 KIIs (15 online KIIs and 21 group discussions either in person or online). The EA Team intends to conduct the online KIIs prior to the field mission to Mongolia. The sample was prepared by the ET based on the stakeholders mapping conducted by

the UNICEF MCO as well as the time available for the data collection. The detailed sampling plan is presented in Annex 4.

Table 1: KII Sample

Category	Stakeholder Group	# of KIIs		# of GDs			
		online	Ulaanbaatar	online	Ulaanbaatar	Govi-Altai	Zavkhan (online)
UNICEF	UNICEF staff			1	2		
	UNICEF senior management				1		
	UNICEF PME staff	2		2			
Counterparts/ Partners	Government National Level		1		4		
	Government Local Level		1			5	2
	Implementation partners/Academia National Level			2			
	Implementation partners/Academia Local Level					3	2
	Development partners	3					
	Other UN agencies	3					
	Private Sector	2					
<b>Sub-Total:</b>		<b>10</b>	<b>2</b>	<b>5</b>	<b>7</b>	<b>8</b>	<b>4</b>
<b>Total:</b>		<b>36</b>					

Interviews with UNICEF staff will focus on questions about the logic and design of planned results for children and associated strategies and evaluation utility/readiness. Internal UNICEF stakeholders to be interviewed will be – as a minimum – the staff responsible for each of the outcomes, as well as other staff who were knowledgeable of the CPD planning process and monitoring; the PME team; stakeholders from the UNICEF regional office and UNICEF HQ; and the UNICEF Representative, and two Deputy Representatives.

The main purpose and focus of the consultations with counterparts and partners at national and local level is NOT to evaluate – this will need clear explaining to informants – but rather to understand their roles in planning and monitoring and to identify challenges in implementation which may be affecting the ability to measure progress against the relevant indicator; how well this indicator captures their work and/ or the likelihood of achieving targets. Respondents will ideally be involved in the monitoring and data collection dimensions of programmes / activities. Interviews with external partners will occur without their UNICEF counterparts being present to ensure the integrity and independence of the assessment.

### SITE VISITS

The EA Team plans to conduct an onsite visit to Govi-Altai province and hold remote meetings with the stakeholders from Zavkhan province. These two sites were selected by UNICEF as they offer the most valuable insights into the processes and benefits relevant to the scope of the EA. Govi-Altai is highly informative in terms of programme implementation and number of

components (WASH, climate change, social policy, education). Mongolia is generally a homogeneous country in regard to local administrative governance and service arrangements, the option of visiting only one site can be considered, as it could give an overall picture of what is happening at local level. Additionally, by visiting a single location, the EA Team will be able to gain a more comprehensive understanding of the area and examine its rural and urban aspects.

Taking into account the size of Mongolia and limited duration of the field mission (just 9 days), the EA Team will be able to make onsite visit only to one region, i.e., Govi-Altai. The meetings with local implementing partners from the second region (Zavkhan) will be done remotely via Zoom/Teams while the EA Team will be in Ulaanbaatar.

The whole field mission will last 9 days (5 days in Ulaanbaatar and 4 days in the field (Govi-Altai province)).

### ONLINE SURVEY

An online survey will be done at the outset of the data collection phase to efficiently gather information with regard to present monitoring and evaluation systems, mechanisms and challenges. The online survey will ask all programme sections to report on data collection according to the indicators in the present results framework. It will map the way data is collected for each indicator, including by identifying data collection duty bearers, and ask whether there are any difficulties which are presently being encountered or are anticipated in the gathering of the data. The use of an online survey will enable the efficient collection of information on the mechanisms in place to monitor results. Follow-up interviews or emails will be done where necessary to clarify information as reported in the online survey. The online survey will be non-anonymous and consist of closed ended questions and will be administered via SurveyMonkey in English.

The online survey will be distributed among 25 staff of UNICEF at country level, regional and HQ levels.

Table 2: Sample for online survey

UNICEF Offices	# of staff
UNICEF MCO	15
UNICEF EAP RO	4
UNICEF HQ	1
Total:	20

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### 3.3 DATA ANALYSIS AND QUALITY ASSURANCE

To assess the general logic of the CPD, its alignment with the work of partners and other UNICEF documents, its measurability, and its readiness for evaluation, the EA Team will organize the material from the documents into two different checklists. The assessment questions displayed in the evaluability matrix will serve as the checklists.

The initial checklist will be utilized to ascertain the overall measurability of the country programme. It will utilize the results matrix to track the types of indicators and the existence of baselines and objectives. It will also assist the EA team in determining whether the indicators were specific, quantitative, realistic, pertinent, and time-bound (SMART). The information will be entered into the first checklist using straightforward yes/no coding.

The activities of partners, as detailed in workplans, memorandums of understanding (MoUs) with development partners, and partnership and cooperation agreements (PCAs), will be mapped to the results matrix using a second checklist. The purpose of this mapping will be to determine which activities the partners covered and whether any gaps exist.

To evaluate the CPD's general rationale, alignment, and evaluability, the EA Team will rely mostly on interviews. In addition, EA Team will utilize a document analysis.

The information contained in the EA Report will be triangulated from multiple sources of data (document review, interviews, survey). To achieve a more objective assessment, judgments will be reached based on familiarity with UNICEF and prior experience with other evaluability assessment projects.

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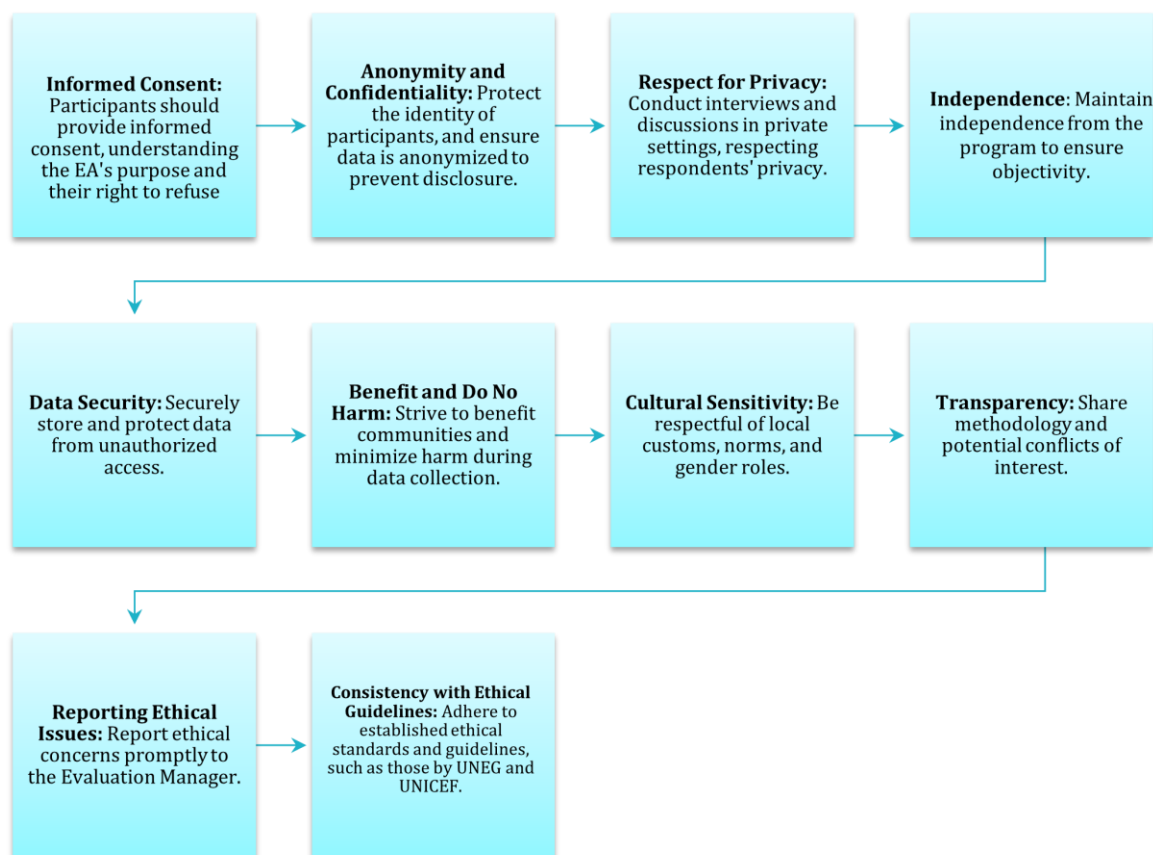
### 3.4 ETHICAL CONSIDERATIONS AND EVALUATION PRINCIPLES

The EA will adhere to UNEG norms and standards to ensure a high level of quality and consistency. The EA team will follow the UNICEF Procedure on Ethical Standards in Research, Evaluation, Data Collection and Analysis (2021)<sup>5</sup>. These considerations ensure that the rights, dignity, and well-being of all individuals involved are protected and that the evaluation is conducted with integrity and transparency. Here are some key ethical considerations for the EA of the Mongolia CP:

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<sup>5</sup> <https://www.unicef.org/evaluation/documents/unicef-procedure-ethical-standards-research-evaluation-data-collection-and-analysis>

Figure 1: Ethical considerations



The EA Team will undertake the EA according to the following principles:

- **Independence:** All the members of the team are independent and have not participated in project activities in the country concerned. The team will ensure independence during all phases of the EA. The members of the team have no conflicts of interest.
- **Impartiality:** The team is focused on providing a comprehensive and balanced assessment of the evaluability of Mongolia Country Programme. The assessment process will be impartial at all stages, taking into account all views received from stakeholders.
- **Transparency:** The team will communicate as openly as possible, aiming to provide transparent information on its sources, methods, and approaches. This will include making clear the purpose of the EA, the criteria applied, and the expected use of the results.
- **Disclosure:** The EA is leading to a final report that serves as a mechanism through which the results and lessons identified in the assessment are disseminated to policymakers, operational staff, beneficiaries, the general public, and other stakeholders;
- **Ethics:** The evaluation team will respect the right of institutions and individuals to provide information in confidence and ensure that the sources of specific information and opinions contained in the evaluation reports are not disclosed, except where necessary and only after confirmation by the person consulted;
- **Credibility:** The EA is to be based on data and observations that are considered reliable and trustworthy with respect to the quality of the instruments, procedures, and analyses used to collect and interpret the information.

- **Usefulness:** The team aims to ensure that the deliverables are relevant, timely, and as concise as possible; the team aims to be as beneficial as possible to stakeholders. The EA final report will present in a comprehensive and balanced manner the facts, results, problems, conclusions, and recommendations.

### 3.5 EVALUABILITY ASSESSMENT LIMITATIONS

According to the ToR, the duration of the EA is only covering three months. In order to conduct the evaluation in the foreseen period, the deadlines set in the workplan shall be respected by all EA stakeholders.

Table 3 lists some of the potential risks identified by the EA Team to its efforts to conduct a seamless EA, including possible actions to mitigate these risks.

Table 3: Identified Risks and Mitigation Actions

Identified Risks	Level	Mitigating action
General unavailability of documentation	Low	The EA Team will cooperate with UNICEF MCO to obtain all necessary documentation on background and project.
Inadequate data security measures may risk the privacy of beneficiaries and stakeholders	Low	We will implement robust data security protocols, obtain informed consent for data collection, and anonymise sensitive information.
Some of the questions in the EA require respondents to think back on events that occurred in the past, their recollections may not be entirely accurate.	Medium	The EA Team will carefully explain the purpose of the EA (for constructive learning) to all the respondents.
Key informants to be interviewed during the field missions and/or remotely are not willing to share information and cooperate with the EA Team because of cultural or institutional factors	Medium	The EA Team will mitigate this risk by remaining extremely sensitive to this possibility in KIIs, and emphasizing the confidentiality of all information shared with the evaluators. Questions will be explored taking into account cultural sensitivity, and interactions kept flexible and participatory to the fullest extent, to allow for the most authentic, spontaneous and valuable participant-led exchanges.
Slippage in the EA schedule due to delays in receiving comments	Medium	The work plan presented during the inception phase has been designed to consider some possible slippage in receiving comments without delaying the agreed milestones.
Unavailability of some key persons for interviews from the partner institutions might potentially limit the quality and quantity of data to be gathered.	High	The EA Team will solicit as many contacts as possible asking also the direct support by the UNICEF MCO; if key informants are unavailable only during a certain timeframe the EA Team will organise meetings in their convenience as well while keeping an eye on the overall work-plan.
Technical challenges that may arise in the utilisation of virtual tools for meetings and communications.	High	The EA Team will inquire beforehand on the preferred tools by the participants so that proper technical arrangements could take place and issues could be resolved.

#### 4. TEAM COMPOSITION

The team combines excellent evaluation experience, including performing similar evaluability assessments (the Team Leader); full familiarity with a range of international organizations and IFIs; evaluation approach and methodology; ability to design and bring in evaluation methodologies and perspectives from other donor organizations and thus the familiarity with the most diverse evaluation and data collection deployment methods. Furthermore, the national evaluator can ensure an in-depth knowledge of the context and easy access to the data sources in a limited timeframe.

The implementation of the assignment is efficiently organised with a precise definition of responsibilities of all involved actors. A clear identification of tasks and reporting lines is thus of the utmost importance. The company promotes a style based on a strong orientation to "team building", to achieve the objectives of the service, and a flexible attitude using specific tools for planning, control and constant monitoring of the actions and project deliverables. The Consortium has mobilized a qualified team, supported by internal staff of the company, with a proven track record in both summative and perspective evaluations. The team members and the management structure will guarantee the most efficient and effective relationship, an essential element to ensure the highest accuracy of the deliverables. The team includes the following:

- The **Team Leader**: she represents the central coordinating figure within the EA. She will be responsible for the liaison with the client as well as for the organization and implementation of the work. She will be the main author and final responsible for the outputs to be produced and she will lead the different phases and all meetings with the UNICEF Evaluation Manager (EM). The Team Leader will constantly interact with the Project Manager along the whole exercise.
- The **National Consultant**: she will contribute to the implementation of the EA, under the supervision of the Team Leader. She will be in charge of the specific analyses within the data collection phase and will participate in meetings and presentations.

In addition, the Consortium makes available to the management of the assignment the following resources (out of the EA budget):

- The **Project Manager**, who will provide assistance on the team work and quality assurance on both the application of the methodology and the production of evaluation results. Moreover, as internal staff of the company, he will represent the Company towards the Contracting Authority, leaving to the Team Leader the responsibility on the technical side;
- A **Junior Evaluator**, with competences in management of Data Collection and Evaluation, who will contribute to data management, will coordinate the information flow and will provide assistance in organizational tasks.

## 5. EVALUABILITY ASSESSMENT MILESTONES

### 5.1 EVALUABILITY ASSESSMENT PHASES AND TIMELINE

The following timeline has been revised compared to those provided in the Terms of Reference and the Consortium's Technical Offer. The main change has been the overall extension of the EA timeframe, which has allowed the team to better focus on the Inception Phase of the EA, fundamental to ensure the basis for a sound assessment. Furthermore, the timeline has been revised to account for national holidays celebrated in the Country of Mongolia on the occasion of the Lunar new year, which falls on the 10<sup>th</sup> of February. Any change in the final timeline compared to the initial proposed timeline has been discussed and approved during the exchanges between the EA Team and UNICEF MCO.

We propose a phased approach with overlapping yet complementing activities to implement and complete the EA within the agreed timeframe. Each phase has a set of activities and key outputs delivered over a specific duration.

#### INCEPTION PHASE

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Duration: 7 weeks

Start/end dates: 3 January/23 February 2024

Main activities:

- Kick-off meeting with the UNICEF (virtual) to discuss objectives, scope, methodology and work plan
- Preliminary review of key documentation provided by the UNICEF
- Holding of inception meetings with the UNICEF MCO Senior management
- Develop stakeholder and data mapping
- Develop of evaluation matrix and drafting of data collection tools
- Draft Inception Report
- Revision and submission of Inception Report based on the UNICEF feedback
- Translation of data collection tools into Mongolian
- In-depth review of all relevant documentation

Milestones/deliverables: There are three main milestones: (i) the kick-off meeting with UNICEF, (ii) document review and preparatory activities, and (iii) the Inception Report, as the key deliverable of this first phase.

#### DATA COLLECTION PHASE

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Duration: 3 weeks

Start/end dates: 26 February/15 March 2024

Main activities:

- Launch and holding of the online survey
- Online interviews with UNICEF Regional Office and HQ
- On-site data collection: interviews and group discussions with the UNICEF, stakeholders during the site visits
- Preliminary analysis of field mission data

- Debriefing with the UNICEF (in-person) to discuss the status of data collection and preliminary findings

**Milestones/deliverables:** This phase has three main deliverables: (i) online data collection (survey and KIIs), (ii) data collection in Mongolia, and (iii) Debrief with UNICEF (in-person) through a PowerPoint Presentation.

### ANALYSIS AND REPORTING PHASE

**Duration:** 5 weeks

**Start/end dates:** 16 March/15 April 2024

**Main activities:**

- Analysis of qualitative and quantitative data, key findings and conclusions and propose recommendations
- Drafting a draft report and preparation Validation workshop with the UNICEF
- Validation workshop with the UNICEF to validate findings, conclusions and recommendations
- Revision and submission of Final EA Report based on the UNICEF comments

**Milestones/deliverables:** This final phase presents three key deliverables: (i) the Draft EA Report; (ii) Validation workshop (virtual) with UNICEF; and (iii) the Final EA Report.

## 5.2 DELIVERABLES

Dates of milestones and deliverables are included in the Gantt Chart below.

Figure 2: Milestones and deliverables timeline

	January				February				March				April		
	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3
Kick-off call	■														
Document review	■	■	■	■											
List of UNICEF contacts and additional documents		■	■												
Inception interviews			■	■											
List of stakeholders contacts				■											
Draft inception report					■										
Comments from UNICEF						■									
Final inception report							■								
Online survey								■	■						
Online interviews								■	■						
Field work in Mongolia									■	■					
Preliminary findings presentation										■					
Draft EA report												■			
Validation workshop													■		
Comments from UNICEF														■	
Final EA report															■

### 5.3 QUALITY CONTROL, MANAGEMENT AND COMMUNICATION

The Consortium recognizes that “Quality” has several dimensions and all are important to obtain a good final product; disregarding just one dimension of quality may affect the overall product and the final result. These dimensions include: Quality of the project design; Quality of the project process; Quality of the project outputs; Quality of the project team and processes. Our quality control is an ongoing process throughout the entire assignment and will be run in full coordination with the Client. It ensures a solid and reliable quality assurance of the main deliverables of the project.

The Quality Assurance System (QAS) will intervene step by step providing the most appropriate type of quality support according to the phase of the process and the activity taking place. The internal QAS is performed at three level: Team Leader level, Project Management level and LTA Lead Company level:

1. The Team Leader as main responsible for the quality of the deliverables will act as the main focal point between the team members and will ensure that each team member is completely aware of the tasks to be performed and able to provide high standard inputs on the basis of her guidance. The extensive experience of the TL in complex assignments will support the process for the quality check of each output;
2. The Project Manager is a senior expert with excellent expertise in evaluation that will review the quality of the overall process and the final outputs. His advice could also be required at the most sensitive junctures. The PM will carry out a constant monitoring of the team of experts ensuring that they deliver the outputs on time and of the agreed quality;
3. The LTA Lead Company will play the supervising role and will act in the capacity of “certification of the quality process” following the pattern of internal Consortium rules and standards, ensuring that all agreed steps of the quality process are enforced, and all building blocks have to be put in place.

All deliverables will be reviewed and consolidated by the team according to the quality assurance feedback. In particular, solid and reliable quality control of the main deliverable of the assignment – the Final Report, is imperative. The quality control approach adopted considers that ensuring quality assurance is an incremental process. It covers various inter-related dimensions, including: Quality of all deliverables; Utility of the evaluation for its users; Process organization within the team and applied methodologies according to best professional standards; Timeliness and reliability of service delivery; Stakeholder and client relationship management; Ongoing assessment of (potential) quality defects and timely execution of mitigation measures.

Furthermore, the Implementing partner IZI spa runs internal quality systems certified as per **UNI/EN/ISO 9001:2015** and it is thus committed to keeping its Quality Management System updated and fully operative and considers it as an opportunity of continuous improvement. The quality assurance process is an essential component of the EA process for the UNICEF Mongolia CP and it is designed to meet UNICEF’s high standards for assessment and evaluation, ensuring that the outcomes of the EA are reliable, credible, and actionable.

## ANNEXES

### ANNEX 1: LIST OF DOCUMENTS FOR REVIEW

#	Name of the Document
1	Mongolia Common Country Analysis 2023 update
2	UNSDCF Mongolia 2023 - Cooperation Framework 2023-2027
3	Country programme document 2023-2027
4	Costed evaluation plan - Mongolia - UNICEF country programme cooperation 2023-2027
5	Programme Rationale 1 - Health, Nutrition and Development
6	Programme Rationale 2 - Education
7	Programme Rationale 3 - Child Protection
8	Programme Rationale 4 - WASH and CEED
9	Programme Rationale 5 - Social inclusion and evidence
10	Evaluation Report - Evaluation of the implementation of the LCP in Mongolia
11	Review of National Evaluation Systems and Capacities for Evaluating Progress Towards the SDGs in Asia and the Pacific
12	Evaluation of UNICEF Mongolia's Geographic Targeting Approaches in Programming (Country Programmes 2012-2016 and 2017-2021)
13	Country programme document 2023-2027
14	Costed evaluation plan - Mongolia - UNICEF country programme cooperation 2017-2021
15	UNICEF Annual Report 2017 - Mongolia
16	UNICEF Annual Report 2018 - Mongolia
17	UNICEF Annual Report 2019 - Mongolia
18	UNICEF Annual Report 2020 - Mongolia
19	UNICEF Annual Report 2021 - Mongolia
20	UNICEF Annual Report 2022 - Mongolia
21	Mongolia Staffing structure (effective 15 January 2024)
22	Communication, C4D, advocacy and partnership work plan 2019
23	Signed memorandum of understanding between Capital City Governor's Office and the UNICEF Mongolia
24	Government of Mongolia - UNICEF Programme of Cooperation 2017-2021 Workplan 2019 Bayankhongor Province
25	Government of Mongolia - UNICEF Programme of Cooperation 2017-2021 Workplan 2019 Bayanzurkh District, Ulaanbaatar
26	Government of Mongolia - UNICEF Programme of Cooperation 2017-2021 Workplan 2019 Gobi-Altai province
27	Government of Mongolia - UNICEF Programme of Cooperation 2017-2021 Workplan 2019 Zavkhan province
28	Government of Mongolia - UNICEF Programme of Cooperation 2017-2021 Workplan 2019 Ministry of Education
29	Government of Mongolia - UNICEF Programme of Cooperation 2017-2021 Workplan 2019 Outcome 01
30	Government of Mongolia - UNICEF Programme of Cooperation 2017-2021 Workplan 2019 Outcome 02
31	Government of Mongolia - UNICEF Programme of Cooperation 2017-2021 Workplan 2019 Outcome 03
32	Government of Mongolia - UNICEF Programme of Cooperation 2017-2021 Workplan 2019 Zavkhan province
33	Government of Mongolia - UNICEF Programme of Cooperation 2017-2021 Workplan 2020-2021 Gobi-Altai province
34	Government of Mongolia - UNICEF Programme of Cooperation 2017-2021 Workplan 2021 Outcome 01
35	Government of Mongolia - UNICEF Programme of Cooperation 2017-2021 Workplan 2021 Outcome 01
36	Government of Mongolia - UNICEF Programme of Cooperation 2017-2021 Workplan 2021 Outcome 02
37	Government of Mongolia - UNICEF Programme of Cooperation 2017-2021 Workplan 2021 Outcome 02
38	Government of Mongolia - UNICEF Programme of Cooperation 2017-2021 Workplan 2021 Outcome 03
39	Government of Mongolia - UNICEF Programme of Cooperation 2017-2021 Workplan 2021 Outcome 03
40	Government of Mongolia - UNICEF Programme of Cooperation 2017-2021 Workplan 2022 Gobi-Altai province
41	Government of Mongolia - UNICEF Programme of Cooperation 2017-2021 Workplan 2022 Ministry of Construction and Urban Development

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42	Government of Mongolia - UNICEF Programme of Cooperation 2017-2021 Workplan 2022 Ministry of Environment and Tourism
43	Government of Mongolia - UNICEF Programme of Cooperation 2017-2021 Workplan 2022 Outcome 01
44	Government of Mongolia - UNICEF Programme of Cooperation 2017-2021 Workplan 2022 Outcome 01
45	Government of Mongolia - UNICEF Programme of Cooperation 2017-2021 Workplan 2022 Outcome 02
46	Government of Mongolia - UNICEF Programme of Cooperation 2017-2021 Workplan 2022 Outcome 03
47	Government of Mongolia - UNICEF Programme of Cooperation 2017-2021 Workplan 2022 Outcome 03
48	2023 Adolescent AWP
49	Government of Mongolia - UNICEF Programme of Cooperation 2017-2021 Workplan 2023 Ministry of Health
50	Government of Mongolia - UNICEF Programme of Cooperation 2017-2021 Workplan 2023 Outcome 01
51	Government of Mongolia - UNICEF Programme of Cooperation 2017-2021 Workplan 2023 Outcome 03
52	Government of Mongolia - UNICEF Programme of Cooperation 2017-2021 Workplan 2023 Outcome 04
53	Government of Mongolia - UNICEF Programme of Cooperation 2017-2021 Workplan 2023 Outcome 04
54	Government of Mongolia - UNICEF Programme of Cooperation 2017-2021 Workplan 2023 Outcome 04 Ministry of Construction and Urban Development
55	Government of Mongolia - UNICEF Programme of Cooperation 2017-2021 Workplan 2023 Outcome 05
56	Government of Mongolia - UNICEF Programme of Cooperation 2017-2021 Workplan 2023 Outcome 05 National Statistics Office
57	Government of Mongolia - UNICEF Programme of Cooperation 2017-2021 Workplan 2023 Outcome 06
58	Government of Mongolia - UNICEF Programme of Cooperation 2017-2021 Workplan 2023 Outcome 06
59	Government of Mongolia - UNICEF Programme of Cooperation 2017-2021 Workplan 2023 Outcome 06 Ministry of Culture
60	Government of Mongolia - UNICEF Programme of Cooperation 2017-2021 Workplan 2023 Outcome 2 Ministry of Education
61	Government of Mongolia - UNICEF Programme of Cooperation 2017-2021 Workplan 2023 Outcome 2 Ministry of Education
62	Government of Mongolia - UNICEF Programme of Cooperation 2017-2021 Workplan 2023 Outcomes 03 and 05 Ministry of Labor and Social Protection
63	Budget Management
64	EYR - Financial Implementation Status
65	EYR - Humanitarian and Partnership
66	EYR - Outcome 01
67	EYR - Outcome 02
68	EYR - Outcome 03
69	EYR - Outcome 04 (Climate Change)
70	EYR - Outcome 04 (WASH)
71	EYR - Outcome 05
72	Final Evaluation Report WASH in Schools and Kindergartens Project
73	Evaluation of Inclusive Basic Education in the UNICEF Country Programmes 2012-2016 and 2017-2021

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**ANNEX 2: EVALUABILITY ASSESSMENT MATRIX**

Evaluability assessment objectives	Specific inquiry areas/key questions	Data collection method/approach	Verification/data sources	<u>Additional learning questions for UNICEF MCO:</u>
<b>Evaluability in Principle: Logic and Design of the Results Framework and Associated Strategies</b>	1a. Are the Country Programme's outcomes aligned to the country's priorities and based on a Situation Analysis of Children? To what extent, are the agreements and alignment between UNICEF Workplans and its counterparts and the CPD? What has changed about the operational environment in the country due to COVID19 and external geopolitical factors (prolonged border closure restriction with China, the Ukraine crisis) and what impact does this have on the CP logic and future evaluations?	1a-1f. Document review and in-depth interviews with CP staff (programme leads, PME, senior management), UNCT representative(s), government representatives, implementing partners, development partners, private sector; online survey among UNICEF staff	1a-1f. CPDs 2016-2022 and 2023-2027, Strategy notes, UNSDCF Mongolia 2023-2027, Evaluation Reports, Annual Workplans, MoUs	Is the Theory of Change flexible and responsive to external factors ((such as prolonged border closure restriction with China, the Ukraine crisis)?
	1b. How relevant is the Country Programme in relation to UN system planning frameworks, such as UNSDCF (2023-2027)?		1b. SiTAN 2023 (Child Rights and Sustainable Development in Sri Lanka) and most recent poverty estimates	
	1c. Does the programme have a clear strategic intent and an explicit ToC?			
	1d. To what extent are the planned results, indicators and activities measurable, clear and realistic?			
	1e. Have risks and assumptions been adequately identified, and are plans to address important risks and assumptions in place? Is the design flexible and responsive to external factors?			

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	1f. To what extent are vulnerability and equity adequately addressed in programme design and TOC (including gender equity, disability inclusion and social inclusion?)			
<b>Evaluability in Practice: Mechanisms and Systems to Monitor Results</b>	2a. Are resources aligned with the results?	2a. Review of the staffing, planned and materialized budgets (RR/OR) as well as expenditure thus far	2a-2e: CPD 2023-2027 with CEP, COAR 2019-2023, Strategy notes, IMEP, PSAs	Does the GoM have the required resources (financial and human) to meet the UNICEF expectations for counterpart resourcing?
	2b. Does the Country Programme have a monitoring system to gather and systematically analyse information for decision making with defined responsibilities, resources and periodicity?	2b-2c. Document review and in-depth interviews with CP staff (programme leads, PME, senior management), UNCT representative(s), line ministry representatives and implementing partners; online survey among UNICEF staff		What is the quality of data derived from key data sources?
	2c. What challenges, if any, do stakeholders anticipate in gathering information? Are there relevant publicly available data sources that could be useful for the Country Programme? To what extent, do stakeholders think it will be feasible to gather information from beneficiaries, implementers and partners? Is there a means of verification system in and reliable to generate information at reasonable intervals to help monitor change?			Are there alternative and innovative measuring and verifications means (e.g. qualitative) that MCO could further explore, when/if baselines are missing?
	2d. Is the necessary documentation, baselines and indicators available to conduct the planned evaluations, particularly the upcoming CPE? If not, are the mechanisms in place to collect the relevant information?	2d. Mapping (for baseline & endline) of the indicators for which (i) data points is/will be available (100%), (ii) data points is/will be potentially available and (iii) data points is not/will not be available with the current M&E system, including periodicity		What are the key challenges for data quality and consistency (internal, GoM and collaborative data efforts?)

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	2e. How do the planned evaluations link to the various research, studies and other knowledge initiatives undertaken by programme sections to improve the overall evidence generation and synthesis in the MCO?	2e. In-depth interviews with the MCO Outcome leads and teams, PME staff		Is there a solid collaborative framework on evidence generation with the GoM and other institutional, national and sub-national Mongolian research partners in place to deliver the evidence agenda?
<b>Utility: Evaluation Readiness</b>	3a. Is there a demand for the evaluations scheduled in the CEP? If not, why? Do the section programmes and the Country Programme include a clear plan and budget for evaluations? Are the planned evaluations aligned to the outcomes and respond to the needs of the programme?	3a-3b. In-depth interviews with the MCO Outcome leads and teams, PME staff, EAPRO staff and government and implementing partners; online survey among UNICEF staff	3a-3b: CPD 2023-2027 with CEP, COAR 2019-2023, Strategy notes, IMEPs	What is the plan for absent baselines - Can some of the Rolling Research Agenda items be formulated specifically to provide baseline and end-line data for measuring CP results? What are the GoM data gaps and data priorities vis-à-vis monitoring the progress against the SDGs?
	3b. Will the current Country Programme accumulated enough implementation experience to enable useful lessons to be extracted by the time to conduct the CPE?	3a. Interviews and group discussions with the counterparts and partners at national and local level		

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**ANNEX 3: INITIAL STAKEHOLDER MAPPING, INTERVIEW LIST AND SITES TO BE VISITED**

#	Category of stakeholders	Organisation	Key Function	Thematic Area	Location
1	UNICEF	UNICEF MCO	Country Representative	Program effectiveness	Ulaanbaatar
2	UNICEF	UNICEF MCO	Deputy Representative	Program effectiveness	Ulaanbaatar
3	UNICEF	UNICEF MCO	Deputy Representative Operations	Program effectiveness	Ulaanbaatar
4	UNICEF	UNICEF MCO	Health Specialist	Health	Ulaanbaatar
5	UNICEF	UNICEF MCO	Nutrition Specialist	Health	Ulaanbaatar
6	UNICEF	UNICEF MCO	Education Specialist	Education	Ulaanbaatar
7	UNICEF	UNICEF MCO	Child Protection Specialist	Child Protection	Ulaanbaatar
8	UNICEF	UNICEF MCO	WASH Specialist	Climate Change	Ulaanbaatar
9	UNICEF	UNICEF MCO	Chief Social Policy	Social Policy	Ulaanbaatar
10	UNICEF	UNICEF MCO	PM&E Specialist	Program effectiveness	Ulaanbaatar
11	UNICEF	UNICEF MCO	Adolescent and Gender Officer	Education	Ulaanbaatar
12	UNICEF	UNICEF MCO	Climate Change	Climate Change	Ulaanbaatar
13	UNICEF	UNICEF MCO	Social and Behaviour Change Officer	Program effectiveness	Ulaanbaatar
14	UNICEF	UNICEF MCO	Communication Specialist	Program effectiveness	Ulaanbaatar
15	UNICEF	UNICEF MCO	Partnerships Officer	Program effectiveness	Ulaanbaatar
16	UNICEF	UNICEF EAPRO	Regional Chief of Programme & Planning	Program effectiveness	Bangkok
17	UNICEF	UNICEF EAPRO	Regional Planning Specialist	Program effectiveness	Bangkok
18	UNICEF	UNICEF EAPRO	Statistics and Monitoring Specialist	Program effectiveness	Bangkok
19	UNICEF	UNICEF EAPRO	Monitoring Specialist	Program effectiveness	Bangkok
20	Government Counterparts	Ministry of Construction and Urban development	Senior specialist water and sanitation service policy department	WASH	Ulaanbaatar
21	Government Counterparts	Water Service Regulatory Committee	Director of Administration department	WASH	Ulaanbaatar
22	Government Counterparts	Ministry of Environment and tourism	Climate change policy and planning department	Climate Change	Ulaanbaatar
23	Government Counterparts	Ministry of Environment and tourism	Climate change policy and planning department	Climate Change	Ulaanbaatar
24	Government Counterparts	Bayanzurkh district GO office	Deputy Governor	Climate Change	Ulaanbaatar
25	Government Counterparts	Songinokhairkhan district GO office	Deputy Governor	Climate Change	Ulaanbaatar

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26	Government Counterparts	Govi-Altai province Governor's office	Head of Investment and development policy department	Climate Change	Govi-Altai province
27	Government Counterparts	Umnugovi province Governor's office	Head of Administration department	Climate Change	Umnugovi
28	Government Counterparts	Orkhon province Governor's office	Head of Investment and development policy department	Climate Change	Orkhon
29	Government Counterparts	Bayankhongor province Governor's office	Local Citizen's Representative, Secretary of working group	Climate Change	Bayankhongor
30	Government Counterparts	Ministry of Labor and Social Protection	Head of the Family Policy Implementation Department	Child Protection	Ulaanbaatar
31	Government Counterparts	Communication Regulatory Commission	Senior specialist	Child Protection	Ulaanbaatar
32	Government Counterparts	Training Research Information Center	Specialist	Child Protection	Ulaanbaatar
33	Government Counterparts	Ministry of Health	Director of Public Health Dept	Health	Ulaanbaatar
34	Government Counterparts	NCMCH	Director General	Health	Ulaanbaatar
35	Government Counterparts	Ministry of Education and Science	Head of Preschool education policy implementation	Health	Ulaanbaatar
36	Government Counterparts	National Centre for Public Health	Head, Nutrition Department	Nutrition	Ulaanbaatar
37	Government Counterparts	Bayanzurkh Health Department	Head, Medical Service Department	Nutrition	Ulaanbaatar
38	Government Counterparts	Ministry of Labor and Social Protection	Head, Social Welfare coordination and implementation department	Social Policy	Ulaanbaatar
39	Government Counterparts	Ministry of Labor and Social Protection	Policy and Planning Department	Social Policy	Ulaanbaatar
40	Government Counterparts	Ministry of Labor and Social Protection	Social Insurance Implementation Department	Social Policy	Ulaanbaatar
41	Government Counterparts	Ministry of Finance	Advisor, Fiscal policy and planning department	Social Policy	Ulaanbaatar
42	Government Counterparts	Education Department of Govi-Altai province	Head, Education Department	Education	Govi-Altai province
43	Government Counterparts	Education Department, Zavkhan province	Head, Education Department	Education	Zavkhan province
44	Government Counterparts	Education Department, Zavkhan province	Life-long education officer	Education	Zavkhan province
45	Government Counterparts	Ministry of Education and Science	Senior Analyst	Education	Ulaanbaatar
46	Government Counterparts	National Statistical Office	Vice-chairman, head of the MICS SC	Program effectiveness	Ulaanbaatar
47	Implementation Partners/Academia	Mongolian Red Cross	Disaster management department director	WASH	Ulaanbaatar
48	Implementation Partners/Academia	Scout Association of Mongolia	Director	Climate Change	Ulaanbaatar

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49	Implementation Partners/Academia	Mongolian Sustainable Finance Association	CEO	Climate Change	Ulaanbaatar
50	Implementation Partners/Academia	People in Need	Country Director	Climate Change	Ulaanbaatar
51	Implementation Partners/Academia	General Authority of Education	Director	Education	Ulaanbaatar
52	Implementation Partners/Academia	Mongolian National University of Education	A team leader for Trainers	Education	Ulaanbaatar
53	Implementation Partners/Academia	Early Childhood Development Center-NGO	Head of the ECD- NGO	Health	Ulaanbaatar
54	Implementation Partners/Academia	General Agency of Labor and Social Welfare Services	Head, Social Welfare Services Division	Social Policy	Ulaanbaatar
55	Development partner	USAID	Local Officer	Program effectiveness	Ulaanbaatar
56	Development partner	ADB	Country Director	Program effectiveness	Ulaanbaatar
57	Development partner	Korea Embassy	First Secretary	Program effectiveness	Ulaanbaatar
58	Development partner	German Embassy	Head, Economic Cooperation Division	Program effectiveness	Ulaanbaatar
59	Development partner	Japan Embassy	First Secretary	Program effectiveness	Ulaanbaatar
60	Development partner	European Union	Ambassador	Program effectiveness	Ulaanbaatar
61	Other UN Agencies	Resident Coordinators' Office	Resident coordinator	Program effectiveness	Ulaanbaatar
62	Other UN Agencies	UNFPA	Head of Office	Program effectiveness	Ulaanbaatar
63	Other UN Agencies	UNDP	Representative	Program effectiveness	Ulaanbaatar
64	Other UN Agencies	ILO	Programme Coordinator	Program effectiveness	Ulaanbaatar
65	Private sector	IWFCI	President	Program effectiveness	Ulaanbaatar
66	Private sector	Mobicom	Marketing officer	Program effectiveness	Ulaanbaatar
67	Private sector	TESO	Marketing officer	Program effectiveness	Ulaanbaatar
68	Private sector	Khan bank	CSR officer	Program effectiveness	Ulaanbaatar
69	Beneficiaries	Education Department of Bayanzurkh district	Beneficiary	Education	Ulaanbaatar

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**ANNEX 4: SAMPLING PLAN**

#	Position	Stakeholder Group	Thematic Area	Type	Mode	Location	Online survey (Yes/No)
KII1	Health Specialist	UNICEF staff	Health	GD	in-person	Ulaanbaatar	Yes
	Nutrition Specialist	UNICEF staff	Health				Yes
	Child Protection Specialist	UNICEF staff	Child Protection				Yes
	Chief Social Policy	UNICEF staff	Social Policy				Yes
KII2	Adolescent and Gender Officer	UNICEF staff	Education	GD	in-person	Ulaanbaatar	Yes
	Education Specialist	UNICEF staff	Education				Yes
	Climate Change	UNICEF staff	Climate Change				Yes
	WASH Specialist	UNICEF staff	Climate Change				Yes
KII3	PM&E Specialist	UNICEF PME staff	Program effectiveness	KII	online	Ulaanbaatar	Yes
KII4	Statistics Unit at HQ	UNICEF PME staff	Program effectiveness	KII	online	Geneva/New York	Yes
KII5	Social and Behaviour Change Officer	UNICEF staff	Program effectiveness	GD	online	Ulaanbaatar	Yes
	Communication Specialist	UNICEF staff	Program effectiveness				Yes
	Partnerships Officer	UNICEF staff	Program effectiveness				Yes
KII6	Country Representative	UNICEF senior management	Program effectiveness	GD	in-person	Ulaanbaatar	Yes
	Deputy Representative	UNICEF senior management	Program effectiveness				Yes
	Deputy Representative Operations	UNICEF senior management	Program effectiveness				Yes
KII7	Regional Chief of Programme & Planning	UNICEF PME staff	Program effectiveness	GD	online	Bangkok	Yes
	Regional Planning Specialist	UNICEF PME staff	Program effectiveness				Yes
KII8	Statistics and Monitoring Specialist	UNICEF PME staff	Program effectiveness	GD	online	Bangkok	Yes
	Monitoring Specialist	UNICEF PME staff	Program effectiveness				Yes
KII9	Korea Embassy	Development partners	Program effectiveness	KII	online	Ulaanbaatar	No
KII10	Japan Embassy	Development partners	Program effectiveness	KII	online	Ulaanbaatar	No
KII11	USAID	Development partners	Program effectiveness	KII	online	Ulaanbaatar	No
KII12	Resident Coordinators' Office	Other UN Agencies	Program effectiveness	KII	online	Ulaanbaatar	No
KII13	UNFPA	Other UN Agencies	Program effectiveness	KII	online	Ulaanbaatar	No
KII14	UNDP	Other UN Agencies	Program effectiveness	KII	online	Ulaanbaatar	No
KII15	Mobicom	Private sector	Program effectiveness	KII	online	Ulaanbaatar	No
KII16	Khan bank	Private sector	Program effectiveness	KII	online	Ulaanbaatar	No
KII17	Mongolian Red Cross	Implementation partners/Academia National Level	WASH	GD	online	Ulaanbaatar	No
	People in Need	Implementation partners/Academia National Level	Climate Change				No
	Scout Association of Mongolia	Implementation partners/Academia National Level	Climate Change				No

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#	Position	Stakeholder Group	Thematic Area	Type	Mode	Location	Online survey (Yes/No)
	Mongolian Sustainable Finance Association	Implementation partners/Academia National Level	Climate Change				No
KII18	General Authority of Education	Implementation partners/Academia National Level	Education	GD	online	Ulaanbaatar	No
	Mongolian National University of Education	Implementation partners/Academia National Level	Education				No
	Early Childhood Development Center-NGO	Implementation partners/Academia National Level	Health				No
	General Agency of Labor and Social Welfare Services	Implementation partners/Academia National Level	Social Policy				No
							No
KII19	Education Department of Bayanzurkh district	Government Local Level	Education	KII	in-person	Ulaanbaatar	No
KII20	Ministry of Construction and Urban development	Government National Level	WASH	GD	in-person	Ulaanbaatar	No
	Water Service Regulatory Committee	Government National Level	WASH				No
	Ministry of Environment and tourism	Government National Level	Climate Change				No
	Ministry of Environment and tourism	Government National Level	Climate Change				No
	Bayanzurkh district GO office	Government National Level	Climate Change				No
	Songinokhairkhan district GO office	Government National Level	Climate Change				No
KII21	Ministry of Health	Government National Level	Health	GD	in-person	Ulaanbaatar	No
	NCMCH	Government National Level	Health				No
	Ministry of Education and Science	Government National Level	Health				No
	National Centre for Public Health	Government National Level	Nutrition				No
	Bayanzurkh Health Department	Government National Level	Nutrition				No
KII22	Ministry of Labor and Social Protection	Government National Level	Social Policy	GD	in-person	Ulaanbaatar	No
	Ministry of Labor and Social Protection	Government National Level	Social Policy				No
	Ministry of Labor and Social Protection	Government National Level	Social Policy				No
	Ministry of Finance	Government National Level	Social Policy				No
KII23	Songinokhairkhan district GO office	Government National Level	Climate Change	GD	in-person	Ulaanbaatar	No
	Ministry of Labor and Social Protection	Government National Level	Child Protection				No
	Communication Regularatory Commission	Government National Level	Child Protection				No
	Training Research Information Center	Government National Level	Child Protection				No
	Ministry of Education and Science	Government National Level	Education				No

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#	Position	Stakeholder Group	Thematic Area	Type	Mode	Location	Online survey (Yes/No)
KII24	National Statistical Office	Government National Level	Program effectiveness	KII	in-person	Ulaanbaatar	No
KII25	Govi-Altai province Governor's office	Government Local Level	Climate Change	KII	in-person	Govi-Altai province	No
KII26	Education Department of Govi-Altai province	Government Local Level	Education	KII	in-person	Govi-Altai province	No
KII27	TBD	Government Local Level	WASH	KII	in-person	Govi-Altai province	No
KII28	TBD	Government Local Level	Child Protection	KII	in-person	Govi-Altai province	No
KII29	TBD	Government Local Level	Social Policy	KII	in-person	Govi-Altai province	No
KII30	TBD	Implementation partners/Academia Local Level	Climate Change	GD	in-person	Govi-Altai province	No
	TBD	Implementation partners/Academia Local Level	WASH				No
KII31	TBD	Implementation partners/Academia Local Level	Education	KII	in-person	Govi-Altai province	No
KII32	TBD	Implementation partners/Academia Local Level	Social Policy	KII	in-person	Govi-Altai province	No
KII33	Education Department, Zavkhan province	Government Local Level	Education	GD	online	Zavkhan province	No
	Education Department, Zavkhan province	Government Local Level	Education				No
	TBD	Government Local Level	Social Policy	GD	online	Zavkhan province	No
KII34	TBD	Government Local Level	WASH				No
KII35	TBD	Implementation partners/Academia Local Level	Education	GD	online	Zavkhan province	No
	TBD	Implementation partners/Academia Local Level	Social Policy				No
KII36	TBD	Implementation partners/Academia Local Level	WASH	KII	online	Zavkhan province	No

**ANNEX 5: DATA COLLECTION TOOLS**

**ANNEX 5.1 ONLINE SURVEY FORM**

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Dear ..... /participant/,

We are an Evaluability Assessment team of IZI spa based in Italy contracted by UNICEF Mongolia conducting an Evaluability Assessment for UNICEF Mongolia Country Program (2023-2027).

We are conducting a survey to gather valuable insights into the monitoring framework and tools of the Country Programme Document 2023-2027 between UNICEF and the Government of Mongolia.

Your participation in this survey will help us better understand how to track results for children.

Please note that the survey is not anonymous, to enable follow-up by the independent EA team, but you will not be referenced in the final Evaluability Assessment report. Your responses will not be made public or shared with UNICEF. If you have any questions regarding your participation in the survey or its contents, please feel free to contact the EA Team Leader, Katerina Stolyarenko at [katya.stolyarenko@gmail.com](mailto:katya.stolyarenko@gmail.com).

Thank you in advance for your cooperation!

Name:

Section:

Position:

UNICEF Office:

- MCO
- EAPRO
- HQ

Survey Question #	Question	Answer
1	Are the UNICEF Country Programme for 2023-2027 outcomes aligned to the country's priorities?	Yes/No/Don't know
2	Does the UNICEF Country Programme relevant in relation to UN system planning frameworks, such as UNSDCF (2023-2027)?	Yes/No/Don't know
3	Does the UNICEF Country Programme for 2023-2027 have an explicit and overall Theory of Change (ToC)?	Yes/No/Don't know
4	Are the ToCs for programme components of the Country Programme Document have clarity of logic across the results levels?	

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	a. Health, nutrition and development	Yes/No/Don't know
	b. Education	Yes/No/Don't know
	c. Child protection	Yes/No/Don't know
	d. Water, sanitation and hygiene (WASH) and climate change	Yes/No/Don't know
	e. Social inclusion	Yes/No/Don't know
<b>5</b>	<b>Have key assumptions, risks and mitigation strategies been well specified in the ToCs for programme components?</b>	
	a. Health, nutrition and development	Yes/No/Don't know
	b. Education	Yes/No/Don't know
	c. Child protection	Yes/No/Don't know
	d. Water, sanitation and hygiene (WASH) and climate change	Yes/No/Don't know
	e. Social inclusion	Yes/No/Don't know
<b>6</b>	<b>Are the ToCs for programme components flexible and responsive to external factors (such as prolonged border closure restriction with China, the Ukraine crisis)?</b>	
	a. Health, nutrition and development	Yes/No/Don't know
	b. Education	Yes/No/Don't know
	c. Child protection	Yes/No/Don't know
	d. Water, sanitation and hygiene (WASH) and climate change	Yes/No/Don't know
	e. Social inclusion	Yes/No/Don't know
<b>7</b>	<b>Are the CPD outcomes realistic?</b>	
	Outcome 1: By 2027, children and adolescents realize their right to survive and thrive in a healthy, safe and supportive environment.	Yes/No/Don't know
	Outcome 2: By 2027, children, from early childhood to adolescence, including the most excluded, have equal quality learning opportunities to acquire foundational and twenty-first-century skills in a digitally integrated and resilient environment.	Yes/No/Don't know

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	Outcome 3: By 2027, children and adolescents, including with families and outside of family care, are empowered and protected from violence and exploitation in their homes, schools, communities, institutions and online, including in humanitarian settings.	Yes/No/Don't know
	Outcome 4: By 2027, children and adolescents increasingly realize their rights to safe-climate and resilient WASH services and a healthy and sustainable environment.	Yes/No/Don't know
	Outcome 5: By 2027, children benefit from evidence-driven and child-sensitive anti-poverty policies and programmes, including shock-responsive social protection.	Yes/No/Don't know
	Outcome 6: The country programme is efficiently designed, coordinated, managed and supported to meet quality programming standards in achieving results for children.	Yes/No/Don't know
8	<b>Are the resources adequate and well sequenced to fund the outcome areas of UNICEF Country Programme for 2023-2027?</b>	Yes/No/Don't know
9	<b>On the whole, are the indicators of CPD outcomes and outputs adequate to measure their achievement?</b>	
	a. Health, nutrition and development	Yes/No/Don't know
	b. Education	Yes/No/Don't know
	c. Child protection	Yes/No/Don't know
	d. Water, sanitation and hygiene (WASH) and climate change	Yes/No/Don't know
	e. Social inclusion	Yes/No/Don't know
10	<b>Are the data sources reliable and timely for decision-making for policy and programming purposes?</b>	Yes/No/Don't know
11	<b>Are the workplans with implementing partners measurable with adequate SMART indicators?</b>	Yes/No/Don't know
12	<b>Are the indicators of the workplans with implementing partners contributing to achieving CPD indicators?</b>	Yes/No/Don't know
13	<b>Is data for CPD monitoring and evaluation readily available?</b>	Yes/No/Don't know
14	<b>Was the CPD and the results framework designed in a participatory manner with UNICEF colleagues and external partners?</b>	Yes/No/Don't know

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15	<b>Are the indicators and M&amp;E systems of the CPD and workplans used for decision-making and programme improvements?</b>	Yes/No/Don't know/N/A
16	<b>Do the existed workflows allow modification in design, technical, and management aspects of the programmes and their interventions?</b>	Yes/No/Don't know/N/A
17	<b>Does your programme area have a clear plan and an adequate budget for evaluations?</b>	Yes/No/Don't know/N/A
18	<b>Do you believe there is a demand both internally and externally for evaluation of your programme?</b>	Yes/No/Don't know/N/A
19	<b>In your view, is there a demand for the evaluations scheduled in the CEP?</b>	
	a. Country Programme Evaluation	Yes/No/Don't know
	b. Evaluation of the Mongolia Country Office's response to COVID19 pandemic	Yes/No/Don't know
	c. Formative evaluation of the water, sanitation and hygiene (WASH) programme	Yes/No/Don't know
	d. Formative evaluation of the social protection programme for children by UNICEF and its counterparts	Yes/No/Don't know
20	<b>Please let us know if you have any further insights/recommendations to share on the data collection process in your programme.</b>	

## ANNEX5.2 PROTOCOLS FOR KIIS AND GDS

### PROTOCOL FOR UNICEF STAFF

#### Introduction

Dear ..... /participant/,

Hello, our name is ....., We are an Evaluability Assessment team of IZI spa based in Italy contracted by UNICEF Mongolia conducting an Evaluability Assessment for UNICEF Mongolia Country Program (2023-2027). Thank you for making yourself available for the interview today.

The purpose of the EA is to enhance the evaluability of the UNICEF Country Program focusing on the improvement of program clarity, enhancement of the logical framework, identification of measurable and realistic results, mitigation of risks, improvement of the data system and development of groundwork for future evaluations of the CPD. Throughout the assessment, we are conducting KIIs/FGD/Online survey with project stakeholders and we are asking you to participate in this interview because of your [role/participation within the CPD].

Your participation in this interview is completely voluntary. If you decide not to participate there will not be any negative consequences. You are welcome to skip any question that you do not wish to answer or do not know.

The interview should take approximately 60 minutes. Please note all questions in this interview are with respect to CPD. Your responses and the notes of today's discussion will be kept confidential, and no one else except EA team, will have access to your responses. All responses will be anonymized, and your specific details obtained through this interview will not be stated in the final report.

Your consent will allow us to record in order to ensure we fully capture our discussion and review the interview record and note; use your comments to enhance understanding of the topic; and reflect anonymously in the final report of the evaluation.

Do you agree to participate this interview and record your responses?

If Yes, continue the interview.

If No, end the interview (and search for alternative respondent).

If you have any concerns, you may contact Katerina Stolyarenko at [katya.stolyarenko@gmail.com](mailto:katya.stolyarenko@gmail.com) or Uugantsetseg Gonchigdorj at +976-88026646 or [uugantsetsg.g@gmail.com](mailto:uugantsetsg.g@gmail.com), or the UNICEF Mongolia at Khurelmaa Dashdorj at [kdashdorj@unicef.org](mailto:kdashdorj@unicef.org).

### Questions for discussion

Evaluability in principle	
<b>Logic</b>	<ol style="list-style-type: none"> <li>1. Does the UNICEF MCO have the ToC for the new CPD?</li> <li>2. Are you familiar with the overall CPD Theory of Change? Probes:                             <ul style="list-style-type: none"> <li>- How useful do you find it?</li> <li>- Is there a problem and a clear pathway to the expected results?</li> <li>- How clear is the overall Theory of Change?</li> <li>- Which areas of the TOC are unclear?</li> </ul> </li> <li>3. Do you believe that the TOC for your programme as formulated at the outset of the CP is still valid or is there need to adjust the TOC to better reflect adjustments?</li> <li>4. Are the expected results, objectives clear and feasible/realistic? Probes: How do you monitor progress/results? Are the current indicators appropriate to measure the components performance and achievement of the results?</li> <li>5. What are the main risks and assumptions that could impact programme performance? Are plans in place to address these important risks and assumptions?</li> </ol>

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	<p>6. Are there any proposed activities under the components that do not support the achievement of the overall results and objectives?</p> <p>7. To what extent does the CPD address cross-cutting issues, including gender?</p>
<b>Alignment</b>	<p>8. To what extent is the CPD in line with UNSDCF, national priorities and beneficiaries needs? Can you comment on the ease of the process of securing alignment between these different stakeholders? How do the planned activity you are involved meet Mongolia’s priority needs?</p> <p>9. Are financial resources adequate to meet the expected results? Are resources in general aligned with the results?</p>
<b>Evaluability in Practice: Mechanisms and systems to monitor results</b>	
<b>Measurability</b>	<p>10. How measurable are the results?</p> <p>11. What challenges, if any, do you anticipate with gathering sufficient data on your programme to enable quality evaluation, including from beneficiaries, implementers and partners?</p> <p>12. Are indicators sufficiently measurable, with identified means of verification, and do they capture the expected changes? Are baselines and targets clearly established?</p> <p>Are cross-cutting themes sufficiently monitored? Are SMART indicators established for them?</p>
<b>Evaluation Readiness</b>	<p>13. Does your programme have a clear plan and budget for evaluations? Are the planned evaluations aligned to the outcomes and respond to the needs of the programme?</p> <p>14. Will there be sufficient time for programme experience to be accumulated to enable useful lessons to be extracted? Will there be sufficient time to make adjustments to ensure outcomes are delivered based on evaluation learning?</p> <p>15. Is there a learning culture within MCO? And with partners?</p> <p>16. What are your learning priorities for the CPE? What elements of your work do you believe are most important to assess in the context of the CPE in order to provide you with useful lessons learned and recommendations?</p>

**PROTOCOL FOR UNICEF SENIOR MANAGEMENT**

**Introduction**

Hello, our names are xx, our team have been contracted to conduct an evaluability assessment of the UNICEF Mongolia Country Programme 2023-2027.

The assessment will gather information about the programme design, the M&E system and available data, and how the programme should be evaluated. The information you share will be kept confidential, and no one else will know your responses to the questions. Our conversation should take about 60-90 minutes. You have the right to stop this interview and any time and you should not feel obligated to answer any/all questions.

Do you have any questions?

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

Tick ( ) if respondent agrees to be recorded:

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

**Questions for discussion**

Evaluability in principle	
<b>Logic</b>	<ol style="list-style-type: none"> <li>1. Does the UNICEF MCO have the ToC for the new CPD?</li> <li>2. How satisfied are you with the overall CPD Theory of Change?  Probe: How useful do you find it to describe MCO pathways to results?</li> <li>3. What are the key problems the CPD wants to solve and what is the role of UNICEF in doing so?</li> <li>4. Are the expected results and objectives clear, tangible and realistic?</li> </ol>
<b>Alignment</b>	<ol style="list-style-type: none"> <li>5. How well aligned is the CPD with country priorities? Probe: engagement with partners during CPD design</li> <li>6. How sound is the design process of the CPD to capture the needs and priorities of children?</li> <li>7. Are financial resources adequate to meet the expected results? Are resources in general aligned with the results?</li> </ol>
Evaluability in Practice: Mechanisms and systems to monitor results	
<b>Measurability</b>	<ol style="list-style-type: none"> <li>8. How useful are the CPD reporting?  Probes:</li> </ol>

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	<ul style="list-style-type: none"> <li>- How do you use the information?</li> <li>- How do UNICEF’s partners use/value the reports?</li> </ul> <p>9. What challenges, if any, do you anticipate to gathering and analyzing performance and results information with MCO?</p> <p>10. Is MCO adequately staffed to provide necessary information for the evidence generation gaps on a periodic basis?</p>
<b>Evaluation Readiness</b>	<p>11. What are the key strategic areas/projects that need be evaluated in this cycle? What elements are most important to assess to provide you with useful lessons learned and recommendations?</p> <p>12. Is there a culture of learning within MCO?</p> <p>13. Are there enough resources to conduct robust evaluations? Why/why not?</p> <p>14. How are lessons learned from past evaluations being extracted? What are your learning priorities for MCO?</p>

**PROTOCOL FOR UNICEF PME TEAM**

**Introduction**

Hello, our names are xx, our team have been contracted to conduct an evaluability assessment of the UNICEF Mongolia Country Programme 2023-2027.

The assessment will gather information about the programme design, the M&E system and available data, and how the programme should be evaluated. The information you share will be kept confidential, and no one else will know your responses to the questions. Our conversation should take about 60-90 minutes. You have the right to stop this interview and any time and you should not feel obligated to answer any/all questions.

Do you have any questions?

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

Tick ( ) if respondent agrees to be recorded:

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

**Questions for discussion**

Evaluability in principle	
<b>Logic</b>	1. Does the UNICEF MCO have the ToC for the new CPD?

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	<ol style="list-style-type: none"> <li>2. How has the CPD designed? Probe: the process followed, who all worked on it.</li> <li>3. How were the challenges for children identified?</li> <li>4. How has MCO defined the CPD pillars, activities within these and their prioritization? Probe: criteria or parameters considered/not considered</li> <li>5. How were the CPD objectives and indicators established? Probe: design process/participation</li> <li>6. How satisfied are you with the overall CPD Theory of Change? Probe: How useful do you find it to describe MCO pathways to results?</li> <li>7. Are the expected results and objectives clear and tangible? Probe: How measurable are the results?</li> </ol>
<b>Alignment</b>	<ol style="list-style-type: none"> <li>8. How can beneficiaries give input about the programme? To whom? What actions are taken from this information? How do you know?</li> <li>9. Are financial resources adequate to meet the expected results? Are resources in general aligned with the results?</li> </ol>
<b>Evaluability in Practice: Mechanisms and systems to monitor results</b>	
<b>Measurability</b>	<ol style="list-style-type: none"> <li>10. How useful are the tracking tools for the CPD? Probe: Usefulness of indicators/M&amp;E tools for strategic decision-making</li> <li>11. Are indicators sufficiently measurable, with identified means of verification</li> <li>12. Do indicators capture the expected changes?</li> <li>13. How is the monitoring data validated and quality assured?</li> <li>14. Who supports the M&amp;E specialist at UNICEF MCO? What is the % budget on M&amp;E? How is M&amp;E listed / headed in budgets? What proportion is core and what proportion comes from programmes?</li> <li>15. What are the main challenges to monitoring?</li> <li>16. How are technology-based applications or platforms utilized for monitoring?</li> <li>17. What lessons have been learned as it relates to monitoring?</li> <li>18. How is monitoring data used in MCO?</li> </ol>
<b>Evaluation Readiness</b>	<ol style="list-style-type: none"> <li>19. What are the key strategic areas/projects that need be evaluated in this cycle? What elements are most important to assess to provide you with useful lessons learned and recommendations?</li> </ol>

	<p>20. Is there a culture of evaluation within MCO?</p> <p>21. Are there enough resources to conduct robust evaluations?</p> <p>22. How are lessons learned from past evaluations being extracted? What are your learning priorities for MCO?</p>
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**PROTOCOL FOR KIIS AND FGDS WITH COUNTERPARTS AND PARTNERS**

**Introduction**

Hello, our names are xx, our team have been contracted to conduct an evaluability assessment of the UNICEF Mongolia Country Programme 2023-2027.

The UNICEF country office in Mongolia decided to conduct an evaluability assessment of its Country Programme Document (CPD) 2023-2027. In doing so, UNICEF wants to know how well they planned for results and whether or not they will be ready to undertake evaluations. The CPD is a document describing the priorities of UNICEF and the Government of Mongolia over a period of time. It describes expected results and resources required to achieve those results.

The current CPD is centered on five components:

- every child and adolescent survives, thrives, and lives in a safe and supportive environment;
- every child and adolescent learns and acquires skills;
- every child and adolescent is protected from violence, exploitation, and abuse;
- every child and adolescent accesses safe-climate and resilient WASH services and a healthy and sustainable environment
- every child and adolescent benefits from evidence-driven and child-sensitive anti-poverty policies and programmes

The assessment will gather information about the programme design, the M&E system and available data, and how the programme should be evaluated. The information you share will be kept confidential, and no one else will know your responses to the questions. Our conversation should take about 60-90 minutes. You have the right to stop this interview and any time and you should not feel obligated to answer any/all questions.

Do you have any questions?

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

Tick ( ) if respondent agrees to be recorded:

**Questions for discussion**

<b>Background on counterpart/partner experience with UNICEF</b>	<p>1. Can you please explain your role/position within your organization and for how long have you been in this position?</p>
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<b>Evaluability in principle</b>	
<b>Logic</b>	<p>2. What has been your/your agency/organization's role in the new CP for [name of programme]?</p> <p>3. What are the unique contributions of your agency/organization for the [name of programme]?</p> <p>4. How was the programme of cooperation with UNICEF designed? Probes: participation levels, flexibility, openness</p> <p>5. What are the main goals you hope to achieve through this cooperation?</p>
<b>Alignment</b>	<p>6. How aligned are the CPD expected results with the government priorities and children needs in Mongolia? Probes: What do you consider to be the unique contributions of UNICEF in this programme? Put another way, what difference does it make if UNICEF is involved or not?</p> <p>7. How has the operational environment changed since the development of new CP, and what impact has this had on programming? How sustained will this impact be in the future? What is being done to address these challenges?</p> <p>8. Are the necessary governance and communication structures in place to ensure transparent, coordinated and efficient implementation of the relevant programme strategies under new CP?</p>
<b>Evaluability in Practice: Mechanisms and systems to monitor results</b>	
<b>Measurability</b>	<p>9. Do you receive data from UNICEF on the progress toward achieving program goals? Probe: How satisfied are you with the information received? What are the challenges to collecting this data?</p> <p>10. Are the necessary learning systems in place to ensure continuous reflection and improvement over time?</p> <p>11. What lessons have been learned in monitoring and evaluating programmes like this with UNICEF in previous years?</p>
<b>Evaluation Readiness</b>	<p>12. Would your organization support an evaluation of the CP in the future? In what ways?</p> <p>13. What do you want to learn from the planned CP evaluation?</p>
<b>Recommendations</b>	<p>14. Do you have any other comments or recommendations on the design, implementation, monitoring and evaluation of UNICEF projects with which you are associated?</p>

## ANNEX 6: OUTLINE OF EA REPORT

The following outline chapter plan is proposed to guide the development of the Evaluability Assessment report.

Executive Summary (final report only)

### 1. Introduction

1.1 Country Programme background

1.2 Purpose and scope of the assessment

### 2. Assessment Methodology and Questions

### 3. Situation Analysis

3.1 The intervention logic

3.2 Status of implementation

### 4. Key Findings

#### 4.1 The results framework

*4.1.1 Theory of change*

*4.1.2 Results, indicators and activities*

*4.1.3 Cross-cutting priorities*

#### 4.2 Planning, Monitoring and Evaluation Systems

*4.2.1 Planning and monitoring systems, tools and workflows*

*4.2.2 Programme data, knowledge flows and decision making*

*4.2.3 Verification systems*

#### 4.3 Human and financial resources

*4.3.1 Human resources for planning, monitoring and evaluation*

Conclusions

ANNEX 7: TERMS OF REFERENCE



Mongolia - CP  
Evaluability ass\_ToR.p

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