EVALUABILITY ASSESSMENT REPORT

OF

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

IMPLEMENTED BY

CENTER FOR EVALUATION AND DEVELOPMENT (C4ED)

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ABBREVIATIONS	
C4ED	Center for Evaluation and Development
CC	Climate Change
CEP	Costed Evaluation Plan
CHAP	Communication, Humanitarian, Advocacy, Partnership
CP	Country Programme
CPD	Country Programme Document
CPE	Country Programme Evaluation
CRC	Convention on the Rights of the Child
EA	Evaluability Assessment
EM	Evaluation Manager
GSHS	Global School-based Health Survey
GOM	Government of Mongolia
HQ	Headquarters
IFIs	International Financial Institutions
IMEP	Integrated Monitoring and Evaluation Plan
KII	Key Informant Interview
KM	KnowledgeKnowledge Management
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
SP	Social Protection
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. INTRODUCTION

1.1. COUNTRY BACKGROUND

Mongolia is a country in 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 under the age of 343434as34 as of 2022. Specifically, 22% are children up to 9 years old, and 23 percent are adolescents and youths aged 10 to 24[1].

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 a 4.8% increase in 2022 according to the National Statistics Office. Although it was impacted by the COVID-19 pandemic, the country's economy is recovering. According to a recent update on the poverty study by the National Statistics OfficeOfficeoffice and the World Bank, the poverty rate is 27.1[2] percent nationally and 914 thousand people are living below the poverty threshold which is 418,090 tugrugs (123 USD as of February 13) per adult per month. The 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 in mitigating the impact of the pandemic in terms of poverty levels.

Children's education access is relatively high with primary and secondary education school enrollment rates exceeding 95 percent in 2022[3]. 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 11,300 children with disabilities are out of school or not in preschool due to 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 Western region of Mongolia faces significant child issues, including a high under-5 mortality rate, poorer children, and limited access to quality antenatal care. These issues are exacerbated by uneven access to services, limited availability of essential medicines, weak equity in legislation, and persistent negative public behavior. Moreover, air pollution is a major health issue for children in Mongolia, contributing to steep rates of respiratory diseases such as flu and pneumonia. Mongolia also faces significant nutrition issues, including vitamin and mineral deficiencies, stunting, overweight, obesity, declining breastfeeding rates, insufficient budget allocation, and caregivers' inadequate knowledge and care, contributing to malnutrition in both children and adults. Low use of improved water sources (68 per cent) and sanitation facilities (58 per cent) constitute another child priority. Access to improved sanitation for rural and poorer households are significantly low compared to urban and wealthy households. Unsafe water and

[1] National Statistics Office, https://www.1212.mn/en/statistic/statcate/573051/table-view/DT_NSO_0300_003V1
[2] 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
[3] National Statistics Office, https://www.nso.mn/en/statistic/statcate/48171312/table-view/DT_NSO_2002_012V1

hygiene practices are the main causes of diarrhea and hepatitis, which are the third largest cause of under-five mortality. This issue is worsened by negative social practices, limited infrastructure, climate change, desertification, pollution, and low policy and budgetary prioritization.

The Child Protection System is strengthened by the updated legislations of the Child Rights Law, Child Protection Law (revised and re-approved in Jan 2024) and Law on Combating Domestic Violence of 2016. These measures aim to ensure that every child in Mongolia attains their right to protection from all forms of violence. The new Child Protection Law shifted the key principle of child protection from the old "strengthening child protection system" to a new "ensuring the rights of children through prevention and protection" approach. The law now applies to all children despite their citizenship status, including Mongolian children overseas. It also legalized child protection case management, data collection, state and local budget allocation for child protection, childcare and long-term foster care services and child protection services during disasters, emergencies, and justice proceedings. The child protection budget's increased from MNT 0.9 billion in 2015 to MNT 14 billion in 2024. In addition of legal framework, a number of other child protection system elements which were also strengthened including availability of Standard Operating Procedures and/or Protocols for child protection services, as outlined in statutory provisions; availability of qualified social service workforce for child protection and availability of tools for quality child protection data generation.

1.2. UNICEF COUNTRY PROGRAMME

The Country Programme Document 2023-2027 (CPD) and the Costed Evaluation Plan (CEP) for the same period for Mongolia were presented to and approved by the UNICEF Executive Board in September 2022. The approved CPD proposed an aggregate indicative budget of $4,500,000 from regular resources, subject to the availability of funds, and $52,900,000 in other resources, subject to the availability of specific-purpose contributions, for the period 2023 to 2027.

The UNICEF Country Program (2023-2027) encompasses health, education, child protection, water, sanitation, hygiene, social inclusion, and program effectiveness components.

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, will 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. The integrated approach to early childhood development ensures holistic nurturing by coordinating health, nutrition, protection, and caregiver support interventions, recognizing their comprehensive impact on children's well-being.

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 education and basic education and advancing digital transformation in education through efforts towards policy, affordable internet access, and innovations to reduce the digital divide and ensure real-time data collection and its use. 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 rural remote communities 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. It is designed to contribute to UNSDCF outcome 1 as above mentioned, and outcome 2: *"By 2027, the Mongolian economy is more diversified, innovative, productive, inclusive, green and geographically balanced, enabling decent livelihoods, especially for women and youth, building 21st century skills, and promoting low-carbon development"*.

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 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, advocate for child rights, strengthen the social service workforce, facilitate behavioral change among stakeholders regarding online and offline violence against children, and address online child protection concerns.

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, and outcomes 2 and 3: *"By 2027, communities and ecosystems in Mongolia are more resilient to climate change, with improved capacity for evidence-informed*

and gender-responsive sustainable natural resource and environmental management and disaster risk reduction". 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. In collaboration with national and subnational authorities and partners, UNICEF prioritizes local governance to ensure state budget allocations, enhance financial management within social sector ministries, and improve the production and utilization of data for evidence-based policymaking.

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 behavioral 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. As part of its cross-cutting strategy, UNICEF aims to generate data and evidence for advocacy and positive changes, advance technology for development and digital transformation, and facilitate adolescent and young people's participation, social and behavioral change, protection from sexual exploitation and abuse (PSEA), and humanitarian efforts.

With the 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 capacity 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 capacity 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.

1.3. PURPOSE AND OBJECTIVES OF THE EVALUABILITY ASSESSMENT

The main purpose of the assessment was to review whether the programme impact pathways and causal chains have been adequately and logically articulated through the programme Theory of Change and outcome and output statements, while applying the principles of results-based management (RBM). The goal of the assessment was to determine the overall readiness of the Country Programme to be evaluated in a reliable and credible fashion.

The specific objectives for the evaluability assessment are:

- Objective 1. To assess the clarity of the objectives of the Country Progreamme through examining the alignment, logic and coherence of the programme components, including their ToCs.
- Objective 2. To assess the adequacy of the mechanisms and systems in place to collect, analyse and use data to track performance, provide evidence for measuring and demonstrating the results, particularly those of the sector programms that are to be evaluated during this programme cycle.
- Objective 3. To sensitize key stakeholders, including UNICEF staff and its key counterparts, on the importance of conducting and using evaluations scheduled in the CEP.

Utilization focus. The evaluability assessment took place at the early stage of programme implementation (first trimester of the second implementation year) which enhances the utilization-focused approach of the assessment. The key intended results will include an improved M&E framework and the overall evaluability of the Country Programme. The recommendations will be discussed and agreed upon with the key intended users, i.e. the UNICEF Mongolia Country Office staff and management prior to the finalization of the report.

2. METHODOLOGY

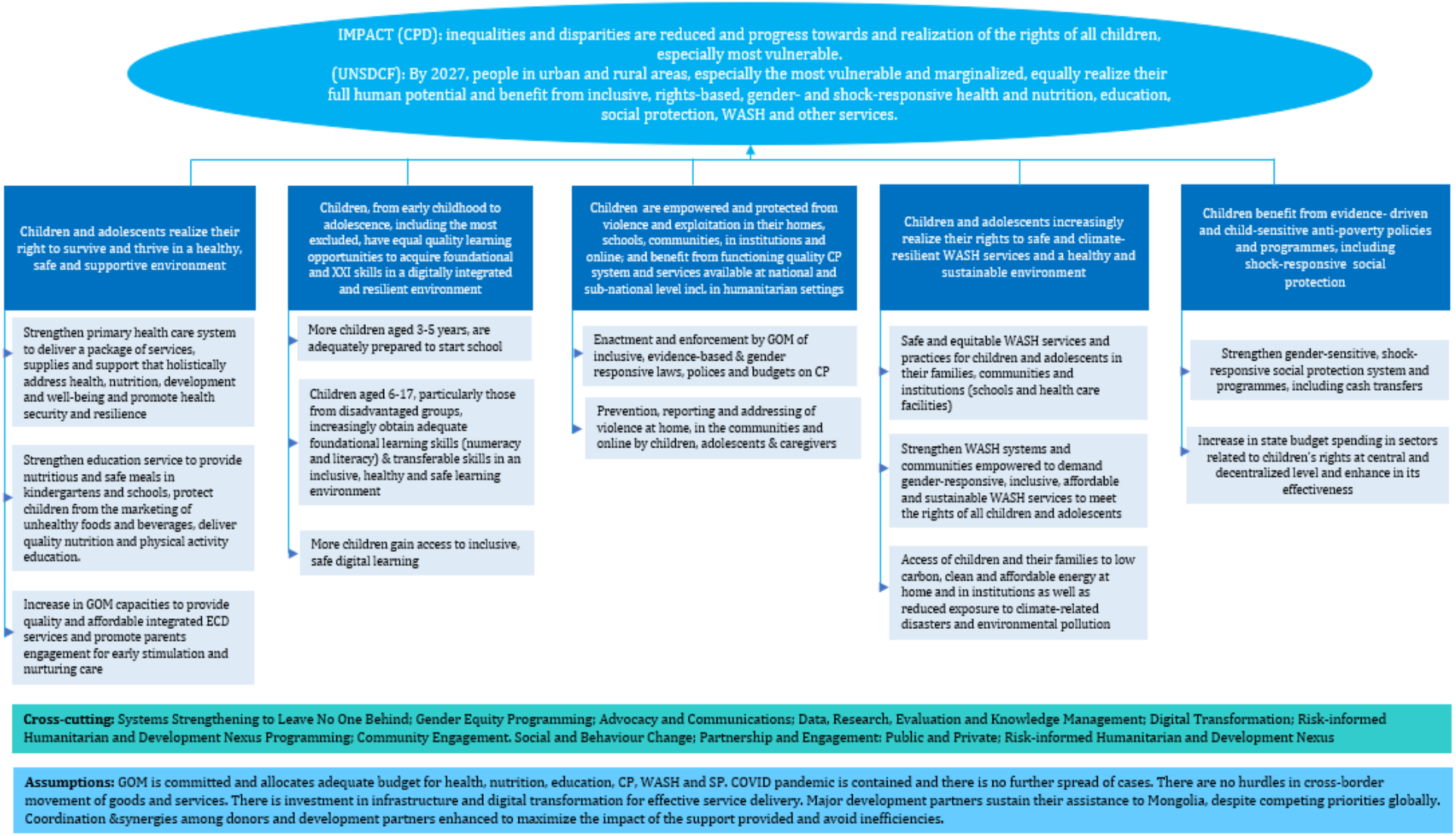
2.1. APPROACH AND METHODOLOGY

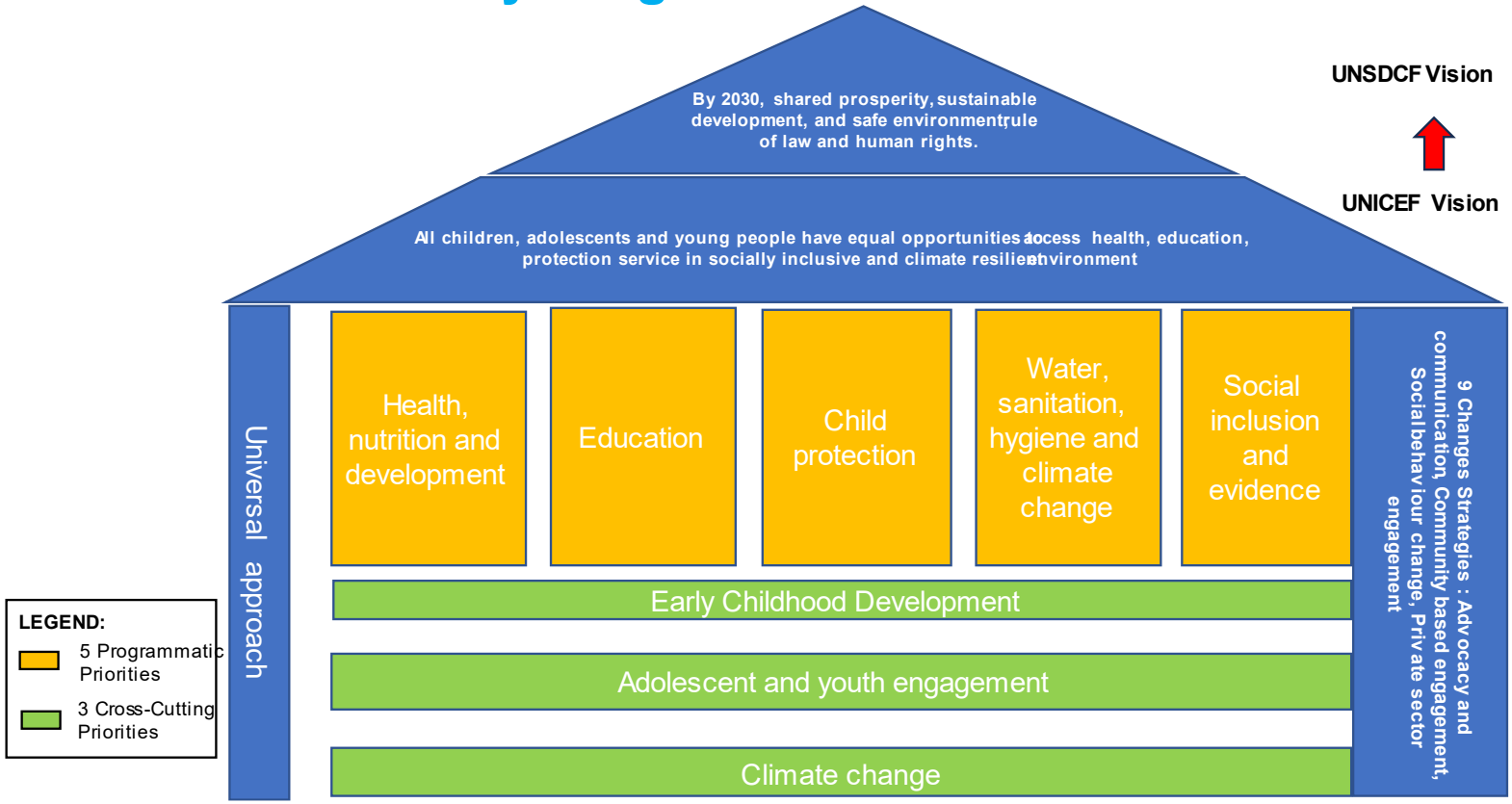
The evaluability assessment has been conducted to actively promote (i) joint ownership of UNICEF results, (ii)evaluative thinking in planning and programming, (iii) accountability for results.The evaluability assessment (EA) has integrated gender and human rights principles throughout the evaluability exercise process. The EA also incorporates a theory of change approach to understand the causal model which 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 has also paid specific attention to the fundraising issues (in particular monitoring the results of fundraising by MCO) as a part of the analysis dealing with the availability of financial resources for CPD monitoring and evaluation. In general, the EA Team adopted a participative approach with the goal of developing a report that is as informative as possible to learn about program design, results-based management, and possible enhancements to the CPD.

The evaluability assessment has relied mainly on qualitative inquiry methods complemented by quantitative methods. The data has been collected both from primary and secondary sources. In the following page the diagram reconstructs the overall Theory of change ofUNICEF's Mongolia Country Program.

Figure 1. Overall Theory of Change, reconstructed from Mongolia CPD 2023-2027




MONGOLIA Country Programme 2023-2027
UNSDCF Vision
By 2030, shared prosperity, sustainable development, and safe environment rule of law and human rights.
UNICEF Vision
All children, adolescents and young people have equal opportunities to access health, education, protection service in socially inclusive and climate resilient environment
Universal approach
Health, nutrition and development
Education
Child protection
Water, sanitation, hygiene and climate change
Social inclusion and evidence
9 Changes Strategies : Advocacy and communication, Community based engagement, Social behaviour change, Private sector engagement
Early Childhood Development
Adolescent and youth engagement
Climate change
LEGEND:
5 Programmatic Priorities
3 Cross-Cutting Priorities

PRIMARY DATA

Primary data was gathered through Key Informant Interviews (KIIs) and Group Discussion (GDs) and) and an Online Survey.

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 has used 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 the six CPD programme areas, level of involvement in CPD design and implementation, and programme size and budget.

The EA Team has conducted KIIs and GDs, where appropriate, with selected stakeholders. KIIs and GDs have been arranged with a diverse group of stakeholders, namely UNICEF staff, UNICEF senior management, UNICEF PME staff, Counterparts/Partners (Government, Implementation partners), Academia, development partners, other UN agencies, private sector. .

Interviews have been conducted in a semi-structured fashion. They have been guided by interview protocols based on the questions outlined in the evaluation matrix. Prior to each interview, the protocols have been modified to emphasize the specific outcome areas relevant to each stakeholder and, as needed for specific queries linked to gaps and/or ambiguities discovered during the document assessment. The flexibility of semi-structured interviews has allowed real-time learning, giving the assessment a dynamic adaptive quality.

The KIIs and GDs have been recorded upon acquiring the relevant consent from respondents and were conducted in person and remotely (through Zoom, WhatsApp). The interview protocols are included in Annex 2.

Overall, the EA Team has conducted **33 KIIs for a total of 49 interviewees**. Interviews with UNICEF staff have focused 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 were the staff responsible for each of the outcomes, as well as other staff knowledgeable of the CPD planning process and monitoring; the PME team; stakeholders from the UNICEF regional office and UNICEF HQ; the UNICEF Representative, and two Deputy Representatives.

Interviews with UNICEF counterparts and partners at national and local levels have focused on understanding their roles in planning and monitoring and identifying challenges in implementation that 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. Interviews with external partners have occurred without their UNICEF counterparts being present to ensure the integrity and independence of the assessment.

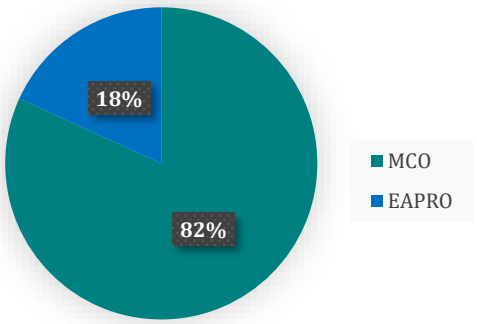
Table 1. KIIs and GDs by category of stakeholders (N=33)

Stakeholders	# of interviews
UNICEF	10
Govt (National and Sub-National)	13
IPs/Academia (National and Sub-National)	4
UNCT	3
Private Sector	2
Development Partners	1
Total	33

An online survey has been carried out 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 asked all six programme sections to report on data collection according to the indicators in the present results framework. It mapped the way data is collected for each indicator, including by identifying data collection duty bearers, and asking whether there are any difficulties that are presently being encountered or are anticipated in the gathering of the data. The use of an online survey has enabled the efficient collection of information on the mechanisms in place to monitor results. The online survey consisted of close-ended questions administered via SurveyMonkey in English.

The online survey was distributed among **15 staff of UNICEF at the country level and regional levels**. In total, 11 out of 15 UNICEF staff participated in the online survey. The online survey response rate was 73%.

Figure 2. Online Survey (N=11)



SECONDARY DATA

The desk review of secondary data began during the inception phase and has continued during the Data Collection and Analysis Phase of the EA. The EA is based on evidence-based information that is credible, reliable and useful. The relevant documents reviewed for the EA include the CPD, Integrated Monitoring and Evaluation Plan (IMEP), Strategy Notes, Annual Workplans, Annual Reports, Programme Cooperation Agreements, MoUs, MCO Organigram, prior evaluation studies conducted, and any other materials that the EA Team considered helpful in an evidence-based assessment. A full list of documents examined is listed in Annex 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 capacity to be measured, and its preparedness for evaluation, the material from the documents was organized into two different checklists. The assessment questions displayed in the evaluability matrix served as the checklists.

The initial checklist was utilized to ascertain the overall measurability of the country programme. The results matrix was used to track the types of indicators and the existence of baselines and objectives. It also assisted the consultant in determining whether the indicators were specific, measurable, achievable, realistic, and time-bound (SMART). The information was entered into the first checklist using straightforward yes/no coding.

The activities of partners, as detailed in workplans, memoranda of understanding (MoUs), and partnership and cooperation agreements (PCAs), were mapped according to the results matrix using a second checklist. The purpose of this mapping was to determine which activities the partners covered and whether any gaps existed.

To evaluate the CPD's general rationale, alignment, and evaluability, the EA Team relied mostly on interviews. In addition, EA Team did a document analysis. The information contained in this study has been triangulated from multiple sources of data. In addition, the EA Team used subjective judgment to develop assessments about some components, such as determining whether the outputs were necessary and adequate to achieve the desired results.

2.2. ETHICAL CONSIDERATIONS

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

- Respect for the rights of individuals and institutions: The EA Team accorded informants the opportunity to participate voluntarily while maintaining their anonymity, and to make an independent decision to participate without pressure or fear of penalty (informed consent). Also, the EA Team assured respondents that information would be confidential and that reports would be written such that responses/contributions would not be traced back to them. Interview notes and any recordings were accessible to the team members only. In addition, all quotes listed in the EA report are categorized by the category of stakeholders and any sex disaggregation data is presented in order to avoid the identification of respondents in the report.
- Respect for cultural identities and sensitivities: Variances in ethnicities, culture, religious beliefs, gender, disability, and age were respected.
- Professional responsibilities and obligations of evaluators: The EA Team exercised independent judgment and operated in an impartial and unbiased manner. During data collection, any sensitive issues and concerns were addressed through the appropriate mechanisms and referral pathways.

- Children, vulnerable groups, marginalized groups, or members of households were not consulted, thus as per UNICEF rules and regulations, this EA did not require external ethical approval.

2.3. LIMITATIONS OF THE EVALUABILITY ASSESSMENT

- Due to the unavailability of either the team or local officials, the team was unable to conduct the site visits planned. However, in accordance with UNICEF, the team held virtual visits/interviews with three Provinces: Tuv, Zavkhan, and Govi-Altai.
- Some planned interviews with external stakeholders including some donors (Japan Embassy, Korean Embassy) and UNCT (UNDP, ESCAP) were unable to take place due to the short time frame for interview scheduling.
- Access to "grey literature" and information stored in databases was restricted due to the fact that the EA Team lacked direct access and was reliant on the MCO staff's ability to identify and disseminate it. This has weakened analysis in some aspects, most directly on the analysis of monitoring and reporting templates and systems; and on how the RAM data base is used. The analysis here is based on a rigorous process applied to the documents made available.
- Given that the EA involved speaking with key interviewees about past experiences, it is likely that the evidence may also be affected by recall bias. This may lead to some inaccuracies where interviewees have forgotten or misremembered events that happened previously. Wherever possible, the ET team triangulated information with the support of other sources of information and documentation (e.g., reports, etc.).

3. FINDINGS

3.1 EVALUABILITY IN PRINCIPLE: LOGIC AND DESIGN OF THE RESULTS FRAMEWORK AND ASSOCIATED STRATEGIES

EQ1a: 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?

The CPD's premise was rooted in the situation analysis done prior to the planning phase, and is based on a depth of evidence from various studies and evaluations that identified key long-term issues for children in the country. As a result, the CPD focuses on various aspects of unfinished business for children, such as the persistently high levels of newborn deaths, the so-called triple burden of malnutrition (undernutrition resulting in stunting and wasting, overweight and obesity, and micronutrient deficiency), the weaknesses in safely managed sanitation, learning outcomes, etc. In terms of child protection, there are a range of issues that were grouped together, including violence against children, online exploitation, etc, all of which have been compounded by rapid urbanization. Moreover, much more emphasis was placed on disaster risk reduction. All five programmes have emergency outputs embedded, and this encompasses a wide spectrum, from risk reduction to emergency response. Outcome 1 works onon building nutrition resilience through nutrition emergency preparedness and disaster risk reduction. Outcome 2 includes advocacy to develop a policy environment that ensures continuity of education during emergencies. Outcome 3 supports the Government and other national stakeholders in strengthening a child protection system that is inclusive and effective in preventing and responding to CP violations, including in humanitarian contexts. In addition, the rolling workplans have interventions on CP in Emergency preparedness. Outcome 4 includes WASH service delivery activities and interventions to mitigate climate change impacts through DRR and climate change adaptation action plan implementation at local levels. Outcome 5 focuses on enhancing the shock responsiveness of social assistance.

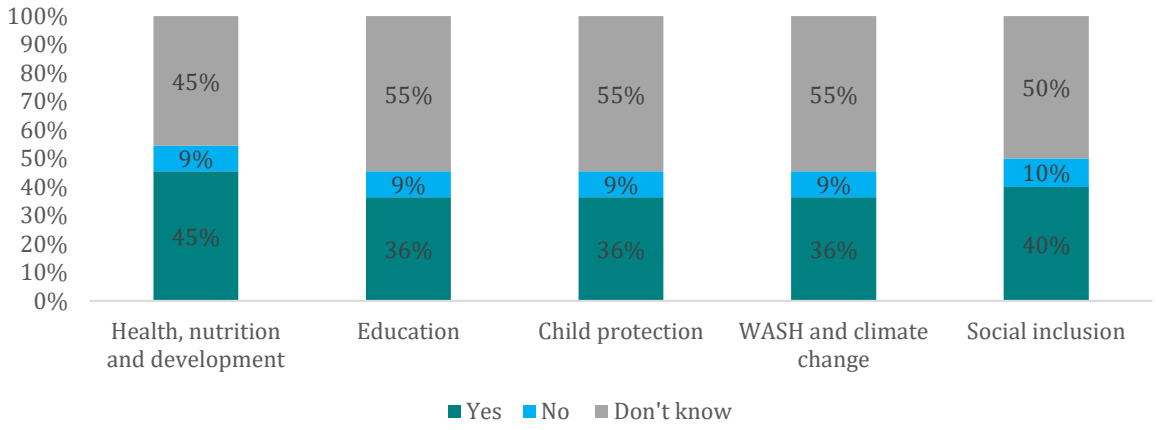
In addition, based on the learnings from the previous CPD, the structure of the current CPD was adjusted. One of the major changes in current CPD was a shift from a geographic focus to a needs-based universal approach. The health outcome had a strategic change as well by starting to look at the priorities for health in a more holistic and comprehensive way (innovative solutions and technologies in the delivery of the basic health and development services). ECD was included under Health outcome in the current CPD, while it was under the Education outcome in the previous CPD. The education outcome became more focused on education sector efficiency and quality as well asinclusive education under current CPD. More focus on digital transformation can be seen under the Education and Health Outcomes under current CPD. Child Protection became a standalone outcome in the current CPD for being able to support strengthening child protection system and addressing social norm changes, meanwhile it was under the Social Protection outcome under the previous CPD. Social work services were also strengthenedin the current CPD. Added focus on online protection issues of children (i.e., getting the systems prepared to be sensitive enough to emerging risks) and expanding collaboration with non-traditional partners (Communication Regulatory Committee, Cybercrime Department) in addition to working with Police, General Prosecutor, Courts. WASH and climate change (air pollution) became a separate

Outcome (Outcome 4) under the current CPD, while it was included under Health and Education outcomes in the previous CPD. Social protection outcome was formulated more as inclusion (multi-dimensional across the social policy) under the current CPD.

EQ1a: 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?

In general, the survey conducted among UNICEF staff members suggests that there is a low level of awareness regarding the degree to which the program's outcomes are adaptable and responsive to external factors.

Figure 3.. Are the ToCs for programme components flexible and responsive to external factors (such as prolonged border closure restrictions with China, the Ukraine crisis)?



Source: Online survey among UNICEF, March 2024

The document review shows that external geopolitical factors were only altered in Outcome 5 (Social Inclusion and Evidence). At the same time, the literature review[4] indicates that geopolitical factors substantially influence Mongolia. Its economy is dependent on two bordering countries, China and Russia; 80% and 10% of Mongolia's exports are to China and Russia, respectively; and 40% and 30% of Mongolia's imports are from China and Russia, respectively. It is also strongly dependent on the mining and quarrying sector, which account for approximately 25% share ofofGDP, and mineral resources, which account for approximately 80% of exports (as of 2021). The spread of COVID-19 since 2020, the zero-COVID-19 policy of China in 2021-2022[5], and the Ukraine War starting in 2022 had substantial impacts on the economy of Mongolia. The prices of grains and vegetables have increased due to rising costs for farmers importing seeds, fertilizers, and equipment from Ukraine and Russia. Companies that buy goods and raw materials from these countries also face supply interruptions and payment delays. The mining sector may experience a decline in production as Russia has suspended the export of explosives to other countries, including Mongolia. The energy sector in Mongolia is particularly vulnerable to the impacts of the

[4] Sources: UNICEF (2022). Assessment of micronutrient supply chain situation in the market and health care facilities of Mongolia. Ulaanbaatar; UNICEF (2022). Rapid assessment of the energy sector and energy security of Mongolia and affordability of clean energy technologies by households during crisis. Ulaanbaatar; UNICEF (2022). Multiple micronutrients, vitamin A and D availability. Ulaanbaatar; World Bank (2022). Mongolia: Reforms Crucial to Navigate Stronger Headwinds. World Bank; SWIFT (2022). An update to our message for the Swift Community; ERI (2022). A Rapid Assessment of the Impact of the War in Ukraine on Households and Businesses in Mongolia (2022).

[5] Only in January 2023, China relaxed the COVID-related restrictions on cross-border trade and travel that had dealt a severe blow to the Mongolian economy since 2020.

Ukraine-Russian war. The country is overly dependent on Russian and Ukrainian suppliers for equipment and spare parts for thermal power plants. Sanctions imposed in response to Russian military attacks have disrupted the supply chain, creating risks to the reliability of power generation and distribution[6]. In the period spanning from 2023 to 2026, Mongolia will face energy shortages, with a risk of failure in the safe operation of the entire energy system. The healthcare system of Mongolia faces unprecedented challenges related to supply chain disruptions and the rising cost of micronutrients. Since April 2022, folic acid tablets are only available in some pharmacies and pharmaceutical wholesalers in Mongolia, while injected iron has been scarce in the country and is only available in retail pharmacies. Most iron and folic acid tablets and iron injections are imported from manufacturers in Ukraine. Consequently, supply disruptions in folic acid and injectable iron have led to severe market deficiency. The war in Ukraine has also led to a significant increase in global fuel and food prices, impacting household livelihoods in Mongolia. Inflation has risen rapidly, putting more pressure on low-income and welfare-dependent families. Vulnerable households are cutting essential non-food expenses and reducing food consumption, including nutritious foods. Supply chain disruptions and inflation exacerbate food insecurity for these households.

Moreover, the donors' priorities shifted globally due to the geopolitical progress and several humanitarian crises running at the same time (e.g., the Ukraine-Russia war, the Israel-Hamas conflict, the entry of Sweden into NATO). The issue with funding is not unique to UNICEF. The same problem is faced by other UN agencies in Mongolia.

"Based on the RCO's analysis of the funding situation for UNSDCF, the majority of UN agencies are approximately 50% to 80% behind in achieving the established targets for the UN Cooperation Framework" (informant from UNCT)

On the other hand, these external factors may have a detrimental effect on CP's` ability to secure all of the anticipated funding for various programmatic areas as well as the achievement of all planned targets under all outcomes.

EQ1b: How relevant is the CP in relation to UN system planning frameworks, such as UNSDCF (2023-2027)?

- How logical results chains (with indicators) are made?
- How will CP results contribute to the expected achievements in the relevant outputs and outcomes in the CF?

The CPD for 2023-2027 provides a direct contribution to the broader context of United Nations (UN) programming in Mongolia, particularly with regards to all three strategic priorities and 13 outputs out of 16, and 16 sub-outputs out of 162 of the United Nations Sustainable Development Cooperation Framework (UNSDCF). This achievement was largely facilitated by the overlapping of the planning periods which allowed a seamless integration of the UNSDCF programming elements into the development of the UNICEF CPD.

"As both processes were going almost simultaneously, this allowed us to make sure that the concerns of children were within the UNSDCF, and at the same time that the UNICEF programme results

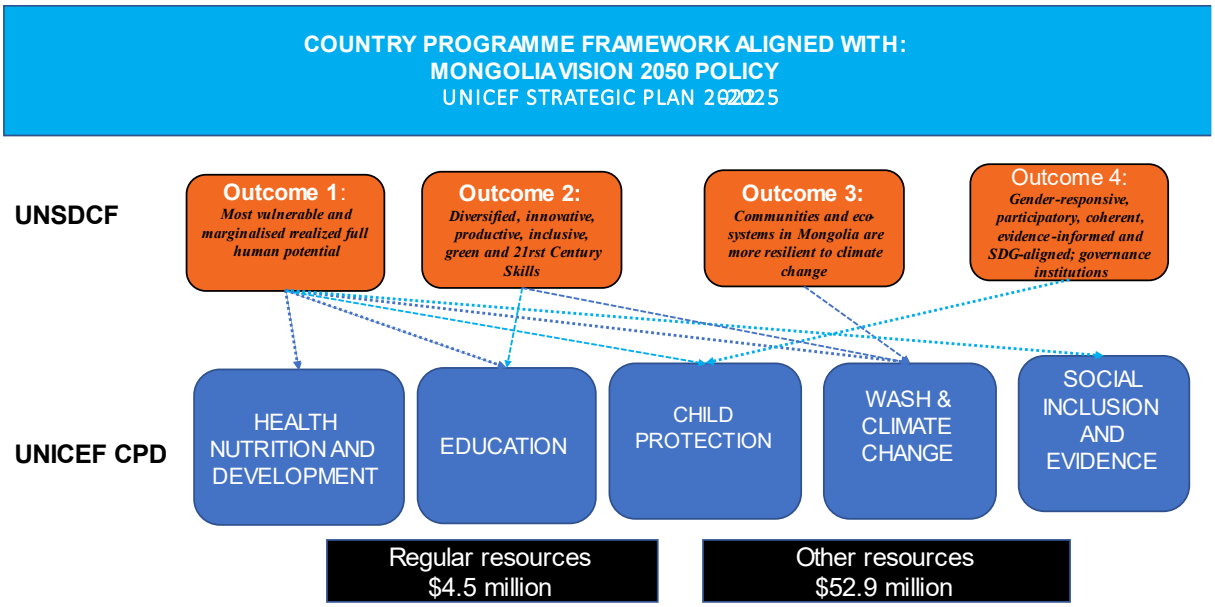
[6] Imports of electricity and petroleum products have been constrained by SWIFT sanctions against Russia and adversely affected by exchange rate fluctuations. In Mongolia, 25% of electricity and 90% of petroleum products are imported from Russia in 2022. SWIFT sanctions against Russia have made financial transactions difficult and slow. The Mongolian energy sector has lost about MNT 30 billion (US$9.6 million) on payments for imported electricity since the start of the war.

contributed to and were synergistic with the overall UN Cooperation Framework" (informant from UNICEF)

This is confirmed by the results of the survey among UNICEF staff who stated that the UNICEF Country Programme is fully relevant in relation to UN system planning frameworks, such as UNSDCF (2023-2027).

As shown in the following table, this integration is further confirmed by a detailed analysis of the CPD outcomes in comparison with those of the UNSDCF. In this regard, all CPD outcomes contribute to UNSDCF Outcome 1. Outcome 2 (Education) and Outcome 4 (WASH and Climate Change) contribute to UNSDCF Outcome 2. Outcome 4 (WASH and Climate Change) also contributes to UNSDCF Outcome 3. Meanwhile, Outcome 3 (Child Protection) supports UNSDCF Outcome 4.

Table 2. Alignment of UNICEF CPD's Outcomes with UNSDCF



Sources: UNSDCF Mongolia 2023-2027, UNICEF Mongolia CPD 2023-2027

Moreover, the Programme appears to be well aligned with all five UNICEF global commitments reflected in the UNICEF Global Strategic Plan for 2022-2025. In this respect, the five CPD outcomes were designed to precisely reflect the five goal areas outlined in the plan, resulting in a perfect alignment between the two documents.

Table 3. Alignment of CPD with UNICEF's global commitments

UNICEF global commitments	CPD Outcomes				
	Health, Nutrition, and Development	Education	Child Protection	WASH and Climate Change	Social Inclusion and Evidence
Goal Area 1: Every child, including adolescents survives and thrives, with access to nutritious diets, quality health care, nurturing practices and essential supplies					

Goal Area 2: Every child, including adolescents learns and acquires skills for the future					
Goal Area 3: every child, including adolescents is protected from violence, exploitation, abuse, neglect and harmful practices					
Goal Area 4: Every child, including adolescents, has access to safe and equitable water, sanitation and hygiene services and supplies, and lives in a safe and sustainable climate and environment.					
Goal Area 5: Every child, including adolescents has access to inclusive social protection and lives free from poverty					

Sources: UNICEF Strategic Plan 2022-2025, UNICEF Mongolia CPD 2023-2027

Finally, the current CPD is in excellent alignment with the SDGs, reflecting 65% of them (11 out of 17 SDGs). Namely, they are: SDG 1 (No Poverty), SDG 2 (Zero Hunger), SDG 3 (Good Health and Well-Being), SDG 4 (Quality Education), SDG 5 (Gender Equality), SDG 6 (Clean Water and sanitation), SDG 7 (Affordable and Clean Energy), SDG 9 (Industry, Innovation and Infrastructure), SDG 10 (Reduced Inequalities), SDG 13 (Climate Action), and SDG 16 (Peace, Justice and Strong Institutions). As evident from Table 4, Outcome 1 (Health, Nutrition, and Development) contributes to SDGs 2, 3, 5; Outcome 2 (Education) to SDG 1, 3, 4, 5, 6, 16; Outcome 3 (Child Protection outcome) to SDG 5, 16; Outcome 4 (WASH and Climate Change) to SDGs 6, 7, 9, 13; and Outcome 5 (Social Inclusion and Evidence) to SDG 1, 2, 3, 4, 5, 6, 10, 13, 16.

Table 4. Alignment of UNICEF CPD's Outcomes with SDGs

	SDGs										
UNICEF CPD Outcomes	1	2	3	4	5	6	7	9	10	13	16
Health, Nutrition, and Development											
Education											
Child Protection											
WASH and Climate Change											
Social Inclusion and Evidence											

Sources: SDGs, UNICEF Mongolia CPD 2023-2027

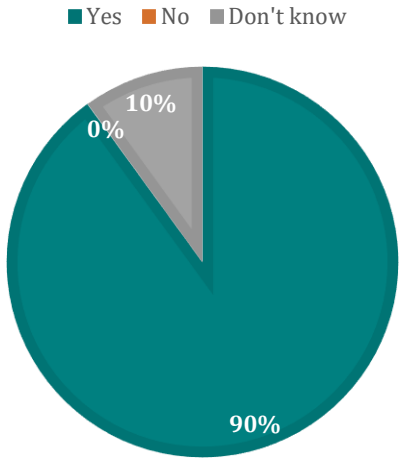
EQ1c: Does the programme have a clear strategic intent and an explicit ToC?

- 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 CPD 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 CP as a whole and the individual thematic programmes allow sufficient time to achieve the results articulated in the ToC?

EQ1f: To what extent are vulnerability and equity adequately addressed in programme design and ToC (including gender equity, disability inclusion and social inclusion)?

According to the CPD and the testimonies collected, outcomes and outputs were formulated based on stakeholder consultations with representatives from government and civil society. In particular, the CPD and the results framework were outlined with the participation of UNICEF colleagues and external partners, according to all UNICEF staff who are cognizant of the process of CPD design (see Figure 4).

Figure 4: Was the CPD and the results framework designed in a participatory manner with UNICEF colleagues and external partners?



Source: Online survey among UNICEF, March 2024

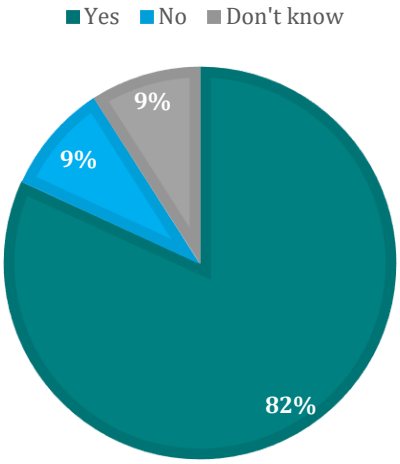
Moreover, the document review and evaluation interviews with UNICEF and Government indicated that more than 300 stakeholders were engaged in the development of UNICEF's new Country Programme through three major meetings (held face to face and online). The development of the CPD included a one-day prioritization workshop, internal country office meetings, discussions and consultations with government counterparts relevant to all thematic areas[7], consultation with the UNICEF Regional Advisor on Child Protection, a Theory of Change workshop and meetings on cross-sectoral issues. Furthermore, UNICEF staff underwenttraining on rights- and results-based management prior to the development of the CPD.

The CPD contains a short narrative of thematic theory of changes; however, it does not contain the overall vision statement, i.e., the overall impact goal of the Country Programme for 2023-2027. The ToC is not explicit but rather implicit - i.e. there is no visual presentation of the Programme ToC or a summative narrative of the overall Programme logic and change theory in the Programme documents.

"I see the branches and the leaves but I do not see the tree. This is one of the key elements that are missing" (informant from UNICEF)

[7] Background information: UNICEF held an online meeting to present the Theory of Change and Priority Results for the Country Programme 2023-2027 to its implementing partners on march 15, 2022. The meeting was attended by 52 participants, including partners from the state and non-state organizations and UN specialized agencies.

Figure 5: Does the UNICEF CP for 2023-2027 have an explicit and overall ToC?

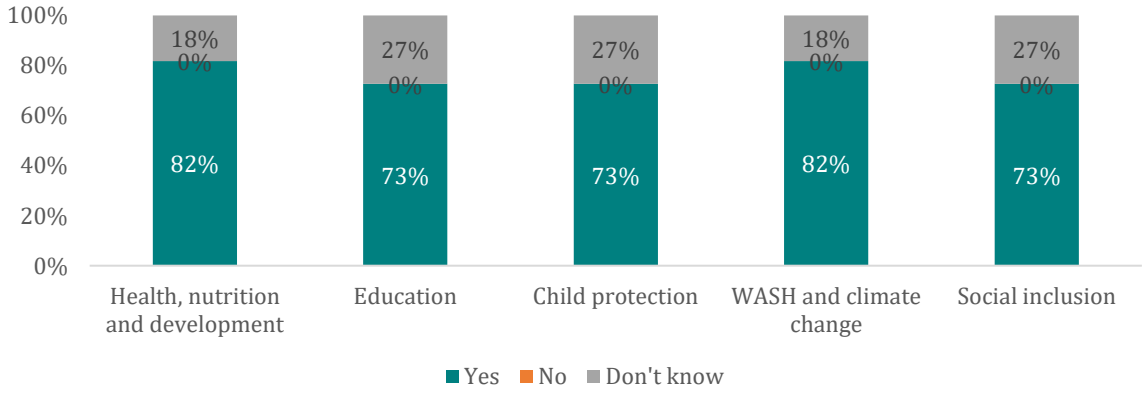


Source: Online survey among UNICEF, March 2024

The document review revealed that a distinct template was employed to visualize the ToCs for the various outcomes. ToCs for Outcome 1 and Outcome 4 include the current situation, change strategies, pre-conditions and conditions which are leading to the desired change. Meanwhile, the ToCs for Outcome 2 and Outcome 3 contain the current situation, cross-cutting strategies, shorter-term, medium-term and longer-term changes leading to desired future change accompanied by risks and assumptions. Outcome 5 includes the current situation, change strategies, shorter- and longer-term change leading to desired future change accompanied with risks and assumptions. OverallOverall, Outcome 2 (Education) and Outcome 3 (Child Protection) ToCs are more advanced and detailed if compared with other outcomes.

According to the surveyed UNICEF staff, Outcome 1 (Health, nutrition and development) and Outcome 4 (WASH and climate change) have better clarity of logic across the results levels in the thematic ToCs in comparison with the other three outcomes.

Figure 6: Does the ToC for programme components of the Country Programme Document have clarity of logic across the results level?



Source: Online survey among UNICEF, March 2024

The thematic programme-level ToCs are still seen as robust and focused on different dimensions of how UNICEF can make a difference for children. Most respondents felt the thematic programme ToCs are still relevant, although they acknowledged they are broad and generic. It was noted that

the ToCs are firmly focused on the most deprived children, and the concept of leaving no one behind is consistent with the UNSDCF and SDGs.

While disability is not explicitly mentioned in all thematic outcomes, except for education, they emphasize children with disabilities in their outputs. The cross-cutting priority of equity is explicitly mentioned in only two outcomes (Outcome 4 and Outcome 5). However, it is plausible that the concept implicitly informed the formulation of the other outcomes. Nevertheless, the visibility of equity considerations in the thematic programmes ToCs is assessed as limited. The aspect of social behavior change (SBC) is not explicitly addressed in the ToC. However, elements of social behavior change may be indirectly targeted within some of the objectives, such as empowering children and adolescents (Outcome 3) or promoting evidence-driven and child-sensitive anti-poverty policies and programming social policies (Outcome 5).

With respect to the output level, MCO has set a total of 16 outputs for its five thematic programme areas. For each programme area, 3-4 outputs shall contribute to its envisaged outcome as shown in tables 5 to 9.

Health, nutrition and development

In the area of health, nutrition and development where MCO aims to ensure that the most disadvantaged children benefit from increased access and utilization of health, nutrition and development services and support, it is plausible that the three outputs contribute to this goal.

Table 5. Outcome and output statements for the thematic section on health, nutrition and development

Outcome	Outputs
Children and adolescents realize their right to survive and thrive in a healthy, safe and supportive environment	1. The health system has strengthened its capacity to deliver quality primary health care that is gender- and age-responsive, accessible and climate- smart, as well as high- impact interventions, including those related to mental health. 2. National and subnational governments, their agencies and the private sector promote nutritious, affordable and sustainable diets and healthy lifestyles to protect children, adolescents and women against the triple burden of malnutrition. 3. National and subnational governments and their agencies have increased capacities to provide quality and affordable integrated early childhood development services and promote the engagement of parents and other key stakeholders for early stimulation and nurturing care, as well as promote positive behaviors and social norms.

This outcome focuses on the demand and supply side as well as the creation of an enabling environment. However, this outcome looks quite complex as (i) covers three areas: health, nutrition and ECD, and (ii) almost all outputs combine several aspects, i.e., the supply side and an enabling environment. These present operationalization challenges and provide a hint for being potentially overloaded, particularly in the case of Nutrition and ECD Outputs.

Both Nutrition Output and ECD Output address the enabling environment and supply side. Nutrition Output sets a focus on strengthening the policy and legal framework and overall

financing for nutrition, while ECD Output involves the promotion of integrated multisectoral policies and programs such as the first 1,000 days, early stimulation, learning and protection, multigenerational nurturing care, family support. In addition, Nutrition Output emphasizes the supply side aiming to strengthen the health and education systems' capacity to deliver essential nutrition services. ECD Output focuseson strengthening the primary level healthcare system and supporting various demonstration projects to identify optimal financing and service delivery arrangements.

Health Output focuses on (i) ensuring services, supplies and support holistically address maternal, newborn, child, and adolescent health, and (ii) promotingpromoting digital transformation to introduce and scale up innovative health technologies to benefit the most marginalized children and families and strengthen data for health services, programmes and system improvements. It is plausible that the supply side is key to achieve utilisation of quality health and nutrition services.

Under Outcome 1, the EA team assesses the three outputs as well aligned and comprehensive. At the same time,output statement 3 looks very broad and potentially overloaded. Meanwhile,output statement 2 is stated as a process rather than a result.

With regard to the cross-cutting priorities, gender, SBC, and equity aspects are reflected at the output level. Disability is not explicitly mentioned in the results statements.

Education

In the area of education, MCO aims to help vulnerable girls and boys complete early childhood and basic education. To reach this outcome MCO, similarly, sets outputs corresponding to the enabling environment, as well as the supply and demand sides as shown in table 7. Initially this outcome had four outputs, but during the first year of CPD implementation it was revised and one of the outputs (i.e., initial Output 3 "National and subnational governments and their agencies have strengthened their capacities to create a safe and healthy environment for adolescents to acquire transferrable skills for mental well-being, employability and active citizenship") was moved under Programme Effectiveness outcome as adolescents skills development is more of a cross-cutting theme. This was done as a result of the end-of-year review. Outcome 2 is now focusing on three aspects, namely: (i) inclusive pre-primary education, (ii) basic quality education, and (iii) digital transformation.

Table 6. Outcome and output statements for the thematic section on education

Outcome	Outputs
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.	1. National and subnational governments have enhanced capacities and resources to plan, implement and monitor effective early childhood education strategies and services, especially for children with disabilities and children from herders and poor families. 2. National and subnational governments and their agencies have improved capacities and resources to provide equal opportunities for quality and continuous learning to all children, particularly children with disabilities and children from herder and poor families in climate and disaster hazard-prone areas, in an inclusive, healthy and safe learning environment.

	3The nationalnational government, their agencies and the private sector demonstrate commitment and strengthened capacities to plan and implement digital transformation to realize an inclusive, safe and equitable digital learning environment.

It is plausible that outputs 1 and 3 on improved capacity of teachers and officials on early childhood education (ECE) curriculum and digital skills, ICT pedagogy and leadership form an equally important contribution on the supply side, like output 2 on improved children to increase demand for quality education. Takentogether, in the field of education it is expected that the three output goals are considerably contributing to the envisaged outcome and are thus well aligned.

The cross-cutting priorities of gender equality, disability, SBC, and equity are often implicitly addressed at the output level. Output 2, however, addresses three cross-cutting themes directly, namely gender-transformative education, inclusive education and social behavior change for parents and the community through engagement in education matters. Protection from sexual exploitation and abuse (PSEA) is not mentioned in the field of education. It would be good to bring them out in the outcome statement to demonstrate gender results.

Child protection

In the field of child protection, MCO targets the most vulnerable at risk of or survivors of violence, empowering and protecting them from violence and exploitation and benefiting from quality preventive and reactive services. Again, the three output goals to reach this objective are directed to the enabling environment, and to the supply and demand sides as shown in table 8. Outcome 3 initially had three outputs, but it was revised during the end-year review and reduced to two outputs to better reflect the availability of funding and priorities. Now this outcome is focusing on strengthening of the child protection system and community engagement for the prevention of violence against children.

Table 7. Outcome and output statements for the thematic section on Child Protection

Outcome	Outputs
Children and adolescents, including those 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.	1. Child protection legal and administrative framework is strengthened for age-appropriate and gender-responsive prevention and response to child rights violations. 2. Children, adolescents and duty bearers have improved knowledge, skills and attitudes to jointly create a safer environment to prevent violence against children and claim the rights of children in all settings, including online.

Output2 targets the demand side and implies social behavior change through increased knowledge and skills, aiming at enhancing the capacity among children, adolescents and duty bearers to prevent all forms of violence. Both outputs are expected to plausibly contribute to the outcome.

The same applies to the enabling environment for Output 1, where a strengthened child protection system is expected to contribute towards the outcome. Similarly, as in the field of education, the EA team assesses the two outputs as well aligned and comprehensive.

This outcome consists of supporting the most vulnerable children including adolescents, living with families or outside of family care by providing quality preventive and responsive services against violence and exploitation, explicitly addressing the cross-cutting issues of gender, disability, protection from sexual exploitation and abuse (PSEA), and child safeguarding (CSG).

The two outputs recognize rather implicitly the inclusion of children and adolescents with disabilities and those affected by sexual exploitation and abuse, as these are not directly mentioned. While the outputs indicate efforts to strengthen policy development, service provider capacity and community engagement in child protection, there is room for improvement.

Water, sanitation, hygiene and climate change

In the field of WASH and climate change, MCO aims for the most disadvantaged children to benefit from increased access and utilization of WASH services and reduced environmental pollution and natural disaster risks as reflected in Table 8.

Table 8. Outcome and output statements for the thematic section on WASH

Outcome	Outputs
Children and adolescents increasingly realize their rights to safe and climate-resilient WASH services and a healthy and sustainable environment.	1. National and subnational governments have enhanced capacities to increase access to equity-focused quality water and gender-sensitive sanitation and hygiene services and practices. 2. WASH systems are strengthened to plan, implement and monitor a costed long-term and sustainable plan ensuring climate-resilient, gender-sensitive, affordable and sustainable services at the national and subnational levels. 3. National and subnational governments, their agencies and the private sector have improved capacities to reduce air pollution and incorporate child sensitivity into national policies and disaster risk reduction programmes to address climate change and environmental pollution and degradation.

Output 1 aims at strengthening WASH services and practices among the government and progressing monitoring towards Children's Rights and Sustainable Development Goal 6 (i.e. equitable water supply, safe sanitation and hygiene). This is understood as a plausible foundation towards the outcome achievement. Output 2 focuses on strengthening and ensuring well-resourced WASH systems. Output 3 sets a focuson the enabling environment's impact on children and adolescents' rights to climate-resilient WASH services, which should be supported by evidence-based programmes and policies. In the thematic field of WASH and climate change, the three complementary outputs are assessed as comprehensive and well aligned with the outcome.

The WASH and climate change outcome specifically mentions vulnerable children and adolescents, especially girls, reflecting attention to gender-responsive measures. Under Output 1, UNICEF plans to continue to work with other sectors and partners in identifying and mitigating risks related to gender-based violence (GBV), including barriers women and girls experience when attempting to access WASH services in humanitarian situations. With regard to the inclusion of children with disabilities, the outcome does not indicate consideration of disability inclusion. While the outputs do not explicitly mention children with disabilities, ensuring accessibility and

inclusivity in WASH services could be implicit in outputs 1 and 2. However, it could be improved by making these measures explicit. The outcome emphasizes resilience to the impacts of climate change. Outputs 2 and 3 directly address climate-resilient WASH services and access to safe and resilient water and sanitation services, which aligns well with this priority.

In terms of social equity, the outputs focus on vulnerable children and adolescents, suggesting attention to social equity. However, the outcome does not explicitly mention social equity considerations, such as targeting marginalized communities or ensuring equitable distribution of resources. There may be scope for incorporating such considerations into the design and implementation of the outputs.

The results and outputs presented under this outcome do not explicitly address SBC.

Social inclusion and evidence

In the area of social inclusion and evidence, MCO aims at vulnerable children (boys and girls) utilising anti-poverty policies and programmes, including social protection to realize their right to live free from poverty. At large, it is plausible that the outputs shown in table 10 contribute towards this goal. Initially, Outcome 5 consisted of three outputs; however, it was revised during the end-of-year review and reduced to two outputs in order to more accurately reflect the availability of funding and priorities. Currently, this outcome focusesfocuses on evidence based social protection and public financing for children.

Table 9. Outcome and output statements for the thematic section on social inclusion and evidence

Outcome	Outputs
Children benefit from evidence-driven and child-sensitive anti-poverty policies and programmes, including shock-responsive social protection	1. National social protection system with a strengthened cash transfer programme is effectively functioning in development and humanitarian contexts. 2. National and subnational governments demonstrated increased political commitments towards equity-focused, child-rights-related budget allocation.

Output 1 aims both (i) at system strengthening with a focus on enhancing the shock responsiveness of social assistance while supporting its increased coverage and effectiveness and (ii) enhancing the knowledge of beneficiaries on social protection measures and on the benefits available to them as part of the social protection interventions. However, the part which relates to the capacity development of beneficiaries is not reflected in output statement 1. Output 2 aims at ensuring that allocations in the state budget are adequate to promote the realization of children's rights in Mongolia, particularly among the most vulnerable segments of the population.

The aspect of aiming at children utilising anti-poverty policies and programmes, is not directly reflected at the output level. Further, it comes as a surprise that all outputs are directed to the enabling environment and the supply side. In this regard, the EA team observes that no output that addresses the target group and stakeholders to foster demand has been developed.

There is also potential for improvement if the outputs could specify actions to ensure gender mainstreaming in all interventions, ensuring equal access and benefits for girls and boys. In terms of SBC and PSEA, no explicit social behavior changes or PSEA strategies were mentioned.

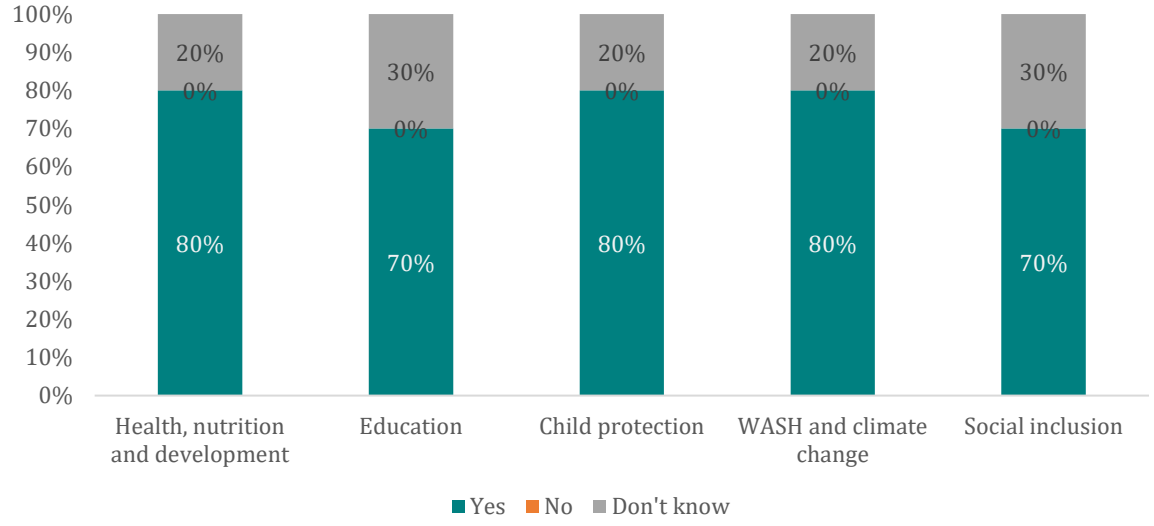
EQ1d: To what extent are the planned results, indicators and activities measurable, clear and realistic?

- To what extent do the present indicators represent a necessary and sufficient set of performance markers for measuring the status of results? Has a baseline and target value for the indicators been provided at output and outcome levels? What baseline data still needs to be gathered as basis for measuring the programme progress over time?
- To what extent do cross-cutting strategies, such as gender, advocacy, partnerships, social and behavior change have clear targets and measurable indicators?

The results framework includes clear results, key progress indicators, baselines, and targets, allowing for monitoring and evaluation at the outcome level. There are five sectoral outcomes, plus overall programme effectiveness, with 11 outcome indicators that are specific and measurable, providing a basis for tracking progress over time. The baselines and targets are generally provided, enabling comparison and progress measurement. The means of verification are mentioned for all indicators, with a heavy reliance on the MICS/MICS Plus, or other National Surveys.

According to the UNICEF staff, Outcome 1 (Health, nutrition and development), Outcome 3 (Child Protection) and Outcome 4 (WASH and Climate change) have more adequate indicators of CPD outcomes and outputs to measure their achievement (see Figure 7).

Figure 7: On the whole, are the indicators of CPD outcomes and outputs adequate to measure their achievement?



Source: Online survey among UNICEF, March 2024

The framework does not mention disaggregation by demographic characteristics such as age, gender, or disability. Disaggregated data is important for understanding equity and targeting interventions effectively. The framework does not mention the monitoring and evaluation mechanisms or the frequency of data collection and reporting. Including information on data sources, data collection methods, and the frequency of monitoring for each indicator would enhance the framework.

A document review revealed that the outcome indicators, comprising standard and additional indicators, are overall SMART. A review of the outcome indicators at CP-level confirms that the

provided SMART indicators represent an adequate operationalization of the thematic programme outcomes specified in the CPD, with the exception of Outcome 5. The outcome indicator "Multidimensional child poverty (children deprived in three or more dimensions)" is not currently calculated by the Government of Mongolia (GoM) and UNICEF advocates for Multidimensional child poverty assessment to be done by the GoM.

The review of the output indicators suggests, however, several weaknesses regarding operationalisation. The indicators in the field of health, nutrition and development cover various important aspects related to health and nutrition services for children and adolescents. However, taken together, they do not fully cover all dimensions of the programme outcome to which they shall contribute, for example additional indicators related to services to prevent the impacts of environmental pollution on child health and development and support adolescent mental health and wellbeing are missing to fully operationalise the outcome. Indicators provided in the field of education address different aspects of the outcome; nevertheless, it lacks output indicators which would measure the changes in budget allocations to improve the quality of learning. Indicators in the field of child protection cover various aspects related to the outcome; however, there is one indicator "Extent of development of specialized justice for children's systems" which might need to be removed if the funding for strengthening thethe child protection workforce is not secured by the time of CPE. Indicators in the field of WASH and climate change provide a framework for operationalizing the outcome statement, covering different aspects of climate resilience and WASH services. Missing mentioning the aspects of adopting appropriate hygiene behaviors and care practices points to incomplete operationalization. Indicators related to the field of social inclusion also cover many areas of the outcome and provide valuable insights into progress towards ensuring that vulnerable children have access to inclusive, integrated and improved social protection services. Taken together, they do not fully cover all dimensions of the programme outcome, as indicators measuring data and evidence generation at national and subnational levels are not included in the results framework.

As evident from the RAMs review, the cross-cutting strategies have output indicators. SBC has two output indicators, namely "Percent of [service providers/frontline workers/community facilitators] trained on SBC who demonstrated acquired skills and learning as per post-training assessment" and "Number of people who participate in engagement actions". PSEA has one output indicator "Number of partner protection from sexual exploitation and abuse (PSEA) focal points and personnel from Child Protection and Gender-Based Violence (GBV) partner agencies trained on UN Victims Assistance Protocol and/or technical note".

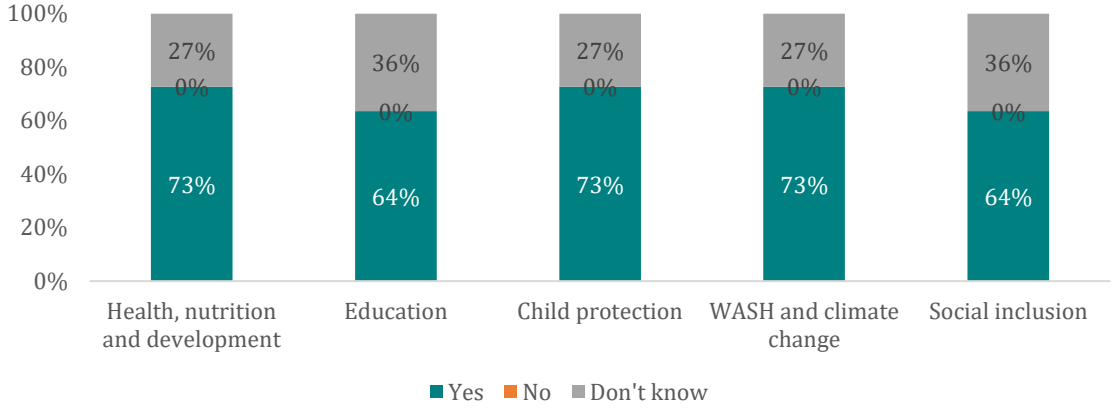
EQ1e: Have risks and assumptions been adequately identified, and are plans to address important risks and assumptions in place? Is the design flexible and responsive to external factors?

Overall, the CPD for 2023-2027 is built upon three main assumptions: (1) Mongolia remains stable after the 2024 election, (2) the national economy recovers, and (3) the impact of the COVID-19 pandemic on the fiscal space decreases.

Regarding the specific ToCs for each outcome, the testimonies collected—particularly from interviews with UNICEF staff—highlight that the key assumptions, risks, and mitigation strategies are well defined for all five outcomes. This is particularly evident for Outcome 1 (health, nutrition,

and development), outcome 3 (child protection), and Outcome 4 (WASH and climate change), for which over 70% of respondents provided positive feedback.

Figure 8: Have key assumptions, risk and mitigation strategies been well specified in the ToC for programme components?



Source: Online survey among UNICEF, March 2024

The document review reveals that each CPD outcome has identified between 3-4 risks. External geopolitical factors were only altered in Outcome 5 (Social Inclusion and Evidence). The mitigation measures were defined by four of the five outcomes, with the exception of Outcome 4 (WASH and Climate Change).

Table 10: Types of risks identified by CPD outcomes

Risks	CPD Outcomes				
	Health, Nutrition, and Development	Education	Child Protection	WASH and Climate Change	Social Inclusion and Evidence
Elections in 2024 or other political transitions result in changes in priorities, budgetary allocations and overall political commitment; high civil service turnover	x	x	x	x	x
Humanitarian crisis (triggered by various shocks, e.g., epidemics, Dzuds[8], extreme temperatures, air pollution crises)	x	x	x	x	x
Economic volatility (due to dependence on extractive industries); high inflation impacting levels of public resourcing	x	x		x	x
Changes in government priorities as a result of COVID-19	x			x	
Changes in external geopolitical factors					x
Online risks to Child Protection			x		

Source: MCO Programme Rationales

[8] Note: A dzud (a Mongolian term that describes "severe winter conditions") is a cold-season disaster in which anomalous climatic (i.e., heavy snow and severe cold) and/or land-surface (snow/ ice cover and lack of pasture) conditions lead to reduced accessibility and/or availability of forage/pastures, and ultimately to high livestock mortality during winter–spring. Severe dzuds (high mortality) result from a combination of growing-season drought and severe weather.

The review of the assumptions indicates that they are more of a general nature, with the vast majority of them not being programme-specific. The primary three assumptions identified under each programme outcome are: the government's ownership and commitment to a specific programme area, the government's commitment to monitoring and information management, and the continued political commitment (allocation of sufficient financial resources). The assumptions about the role of partners and UNICEF, service delivery, procurement, beneficiaries' participation, implementation risks are not clearly depicted and presented. Only the education outcome has two programme-specific assumptions pertaining to digital transformation and integrated support for children in school. Therefore, greater effort is required to measure the influence of external contextual factors that have the potential to influence and impact the achievement of results.

3.2 EVALUABILITY IN PRACTICE: MECHANISMS AND SYSTEMS TO MONITOR RESULTS

EQ2a: 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?

Resources appearappear to be aligned with results in the results framework and CPD. However, the CPD is not fully funded, although it is accepted that this is not unusual at this early stage of a CPD. The Other Regular Resources (OR) funds comprisearound 92% of the total planned Programme budget, which in the CPD was approved for US$ 57.2 million.

During the first year of current CPD implementation, MCO was able to fundraise 44% (US$25.04 million) of the total budget of the Programme for 2023-2027.

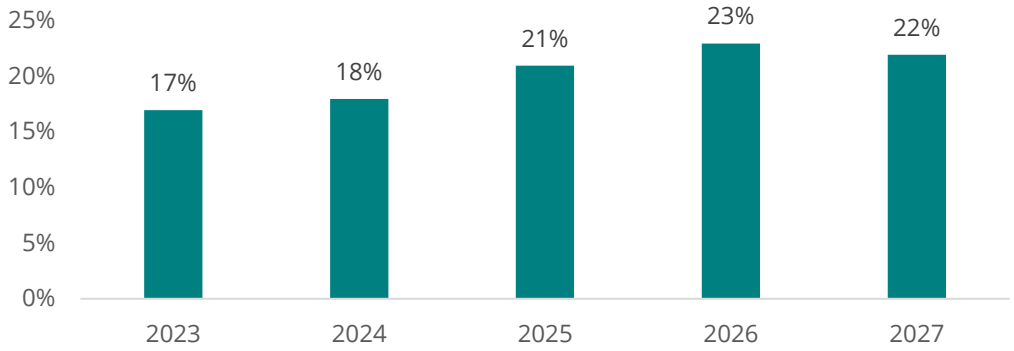
Table 11. UNICEF CP for 2023-2027 Budget (Planned vs Fundraised)

Outcome/Year	Budget Planned (2023-2027)	Secured and spent (2023)	Secured and approved (2024)
Health, Nutrition, and Development	$14,250,000	$7,938,733	$4,267,000
Education	$12,000,000	$1,169,002	$1,315,000
Child Protection	$4,150,000	$464,390	$429,000
WASH and Climate Change	$20,250,000	$1,216,732	$2,500,000
Social Inclusion and Evidence	$3,250,000	$88,765	$330,000
Programme Effectiveness	$3,500,000	$2,483,696	$2,833,000
Total	**$57,400,000**	**$13,361,317**	**$11,674,000**

Source: UNICEF Financial Data for 2023 and 2024

According to the annual resource mobilization projections, this exceeds the predicted amount (see Figure 9), since it was planned that each year the MCO will raise on average between 17% and 23%.

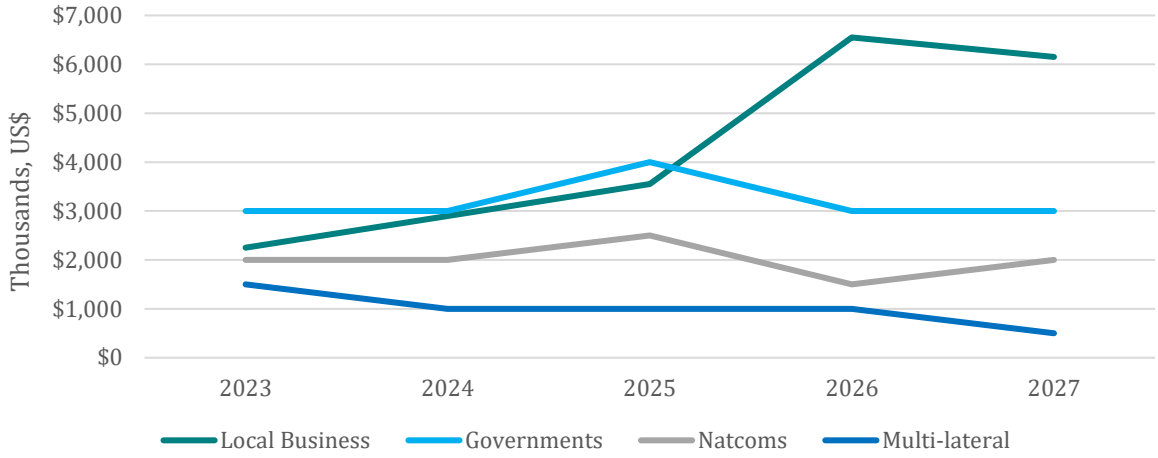
Figure 9. Project level of resource mobilization for current CPD, by year



Source: MCO Resource Mobilization and Partnership Strategy, August 2022

The main sources of funding for the current CPD are planned to be attracted from local businesses (37% of the total planned funding from other resources), governments (29%), National Committees (Natcoms) (17%) and multilaterals (9%).

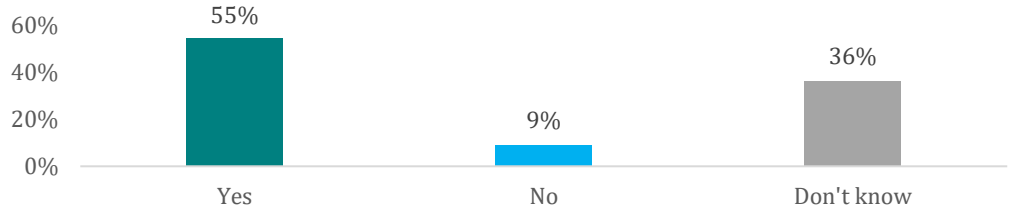
Figure 10. Projected funding for current CPD disaggregated by year and source



Source: MCO Resource Mobilization and Partnership Strategy, August 2022

According to the survey, only 55% of the UNICEF staff reported that the resources are sufficient and well-organized to finance the outcome areas of the UNICEF Country Programme for 2023-2027. The remaining 9% believe that this is not the case, and 36% are uncertain (see Figure 11).

Figure 11. Are the resources adequate and well sequenced to fund the outcome areas of UNICEF Country Programme for 2023-2027?

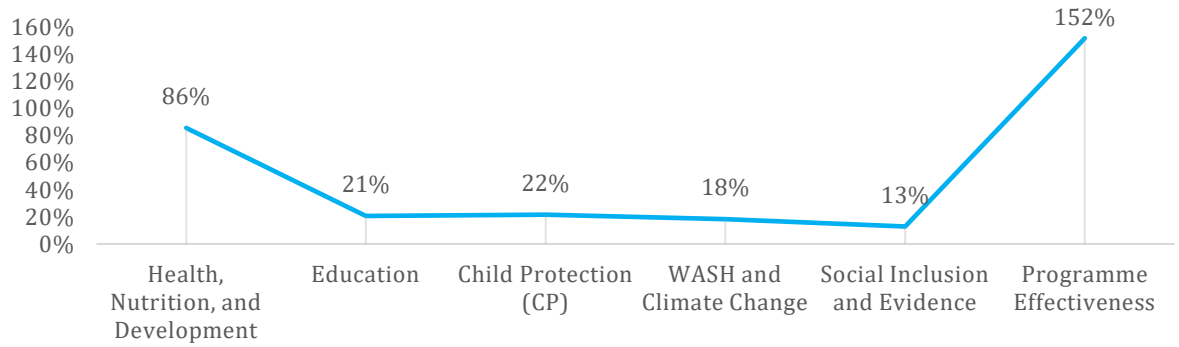


Source: Online survey among UNICEF, March 2024

The initial allocation of the previous country programme was US$26 million, but the actual amount exceeded US$64.5 million. The primary reason for this was the MCO's capacity to raise funds, particularly COVID-19 emergency funding.. At the same time, UNICEF staff admit that it is very difficult to predict the interest of donors in certain areas. Under the previous CPD, WASH and education were able to attract more funding than was initially planned, while health and social protection were underfunded.

According to the financial data, Outcome 1 (Health, Nutrition, and Development) has the most secured funding as of the end of 2023, i.e., 86% of US$14.25 million planned. The funding for the other four thematic areas is currently at a level of 13%-21%.

Figure 12. Secured budget for Y1-Y2 out of total planned for CPD by outcome, in %



Source: UNICEF Financial Data for 2023 and 2024

The main donors under Outcome 1 are Japan, Canada, Luxembourg, USA and Gavi. Funding has been secured for most health activities but some activities like the early detection of metabolic disorders are still underfunded. Nutrition and ECD also face funding gaps.

In the WASH sector, the Japanese-funded project *"Improving sanitation and hygiene in flood vulnerable communities for improving the public health situation"* was launched in April 2024[9]. Luxembourg, Canada, Japan, the USA, South Korea, Australia, and the United Arab Emirates Committees for UNICEF provide funding for the programmes in ECD, climate change and humanitarian responses.

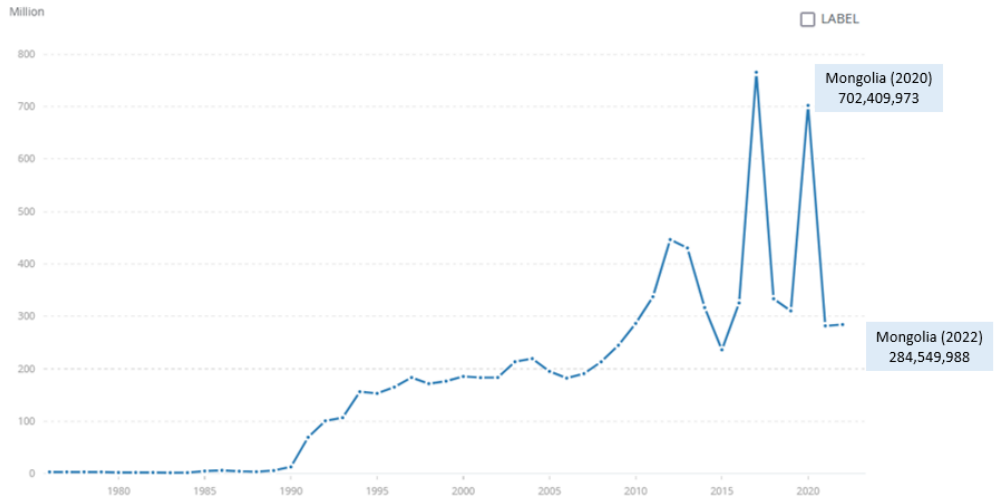
In this regard, an important point to highlight is that the Programme design is based on the programme being fully funded, and a lack of funding is not included in the risk assessments as a potential threat for achieving the intended results. The evaluation interviews with UNICEF, UNCT, and NGOs revealed that the current state of fund mobilization in Mongolia is very challenging. The interlocutors mentioned a few reasons for that. First of all, Mongolia is a middle-income country[10] and a number of donors supporting development interventions are phasing out of the country.

"Mongolia is middle income country and because of that many donors are no longer targeting Mongolia" (informant from UNICEF)

[9] The main objective of this project is improving access to WASH services in flood-prone communities in 9 districts of Ulaanbaatar city.
[10] Background information: In 2015 Mongolia was designated as a Middle-Income Country as the GNI per capita crossed the threshold between lower and upper middle-income countries. Mongolia is now a middle-income economy, with GDP per capita of US$3,915 in 2020.

"*We have already seen some of the major development partners and donors exiting the country. For example, the Swiss Development Cooperation. They are closing down their office in June of this year officially"* (informant from NGOs)

Figure 13. Net official development assistance received (current US$)



Source: https://data.worldbank.org/

Secondly, at the country level, there are a number of donors including the EU Delegation, USAID, DFAT and individual embassies representing their countries, but most of them are not very eager to provide support to the UN. They have their own very limited resources and they follow their own priorities as well. At the same time, in terms of the private sector, the latter is very limited in Mongolia. One of the informants said: *"I am not very sure that the government is really pushing the private sector to take part in the implementation of the SDGs".* There is also a communication gap between the development partners and the private sector. In March 2024, there was a meeting of thethe Joint Government-UN National Steering Committee for the UN Sustainable Development Cooperation Framework[11], and for the first time the Ministry of Foreign Affairs invited the donors and private sector as observers to join the steering committee[12].

"*The Chief Executive Officer of one of the national banks in Mongolia said that she did not know what are the priorities for development areas and how the bank can contribute. It shows a clear communication gap between the private sector, government and the UN"* (informant from UNCT)

Global thematic funding is also declining, especially in health and nutrition, which are facing funding gaps.

Therefore, challenges remain in mobilizing funds from external sources especially for Education, WASH and Climate Change, Child Protection and Cross-Sectoral Areas (e.g., social behavioral change).

[11] Background information: The purpose of this meeting was to review the progress of the UN interventions in Mongolia within the UNSDCF to contribute to sustainable, green, and inclusive development. The Joint Government-UN National Steering Committee (JSC) for the UNSDCF 2023-2027 is co-chaired by the UN Resident Coordinator and the State Secretaries of the Ministry of Foreign Affairs and the Ministry of Economy and Development.

[12] https://mongolia.un.org/en/264586-joint-steering-committee-government-mongolia-and-united-nations-convenes-review-un-system

The fundraising is done by the senior management and outcome leads. In August 2022, the MCO developed the Resource Mobilization and Partnership Strategy, which includes strategies and action plans for resource mobilization. The interviews demonstrated that periodic revision of the donor mapping is needed to ensure that all outcome leads are aware of the current donors' priorities in different sectors. In addition, in 2022, the MCO benefited from a stretch assignment from the Geneva Public sector unit that helped develop private sectors funding pipelines. In total, 127 Corporationscorportations with specific areas where UNICEF can develop programme with have been identified. In addition, with the Regional office, a Private Sector Fund Raising study was conducted, which translated into the creation of a bank account for local fundraising with more than US$ 70,000 in funds raised through the first attempt in 2023, but still, this is a very small amount.amount Since January 2022, around 5 Memorandums of Understanding (MoUs) have been signed with the private sector toto increase Children's Rights and Business Principles (CRBP) in the country. The interviews with UNICEF, Government, the Private Sector and Implementing Partners demonstrate that over the past two years, there has been a positive trend in the enhancement of UNICEF's brand and visibility in the country.

In general, the prioritization of fundraising strategies in accordance with their actual fundraising outcomes is an area that requires improvement at the MCO.

"The country office must engage in more adaptive and agile communication and advocacy with donors based on the context-specific features" (informant from UNICEF)

As evident from the document review and interviews, the data and systems are in place (such as unit costs) to allow UNICEF to assess the adequacy of resources to achieve the intended results. Each workplan includes funding allocations per output as well as the overall description of the amount of funding secured and unsecured for the respective year. Additionally, the MCO provides a financial planning instrument that delineates the sources of funding and the allocations for each outcome and output.

At the time of the EA, no financial resources were set aside to fund the thematic evaluations under CEP.

EQ2b: 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 that 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?

EQ2c: 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?

The monitoring system of the MCO is based on planning and measuring performance through key indicators and targets. Key performance indicators on programme delivery are reviewed monthly in Country Management Team (CMT) meetings, while dashboards are used to track resource allocation and spending across departments, as also quality assurance and risk assessment.

The CPD is implemented through programme rationale notes, work plans and other programme documents which are developed jointly by UNICEF and Government and CSO partners, respectively, and are accompanied by the results framework, indicating progress monitoring in terms of achievement of agreed targets.

The Planning, Monitoring and Evaluation (PME) Specialist coordinates the monitoring process, provides guidance, templates and frameworks, and manages end-of-year reporting. The monitoring of each programme area is the responsibility of the respective Outcome Leads. UNICEF EAPRO provides oversight and quality assurance for Mongolia's Country Programme, including capacity building and strategic reflection. Standard processes for monitoring are targeted, including periodic review meetings with partners and Government, end-of-year reviews, and feedback mechanisms from beneficiaries to address concerns in a timely manner.

The work plans with implementing partners are measurable with adequate SMART indicators, according to all surveyed UNICEF personnel who work directly with them. Additionally, the indicators of the workplans with implementing partners contribute to the achievement of CPD indicators (see Figures 14 and 15).

Figure 14: Are the workplans with implementing partners measurable with adequate SMART indicators?

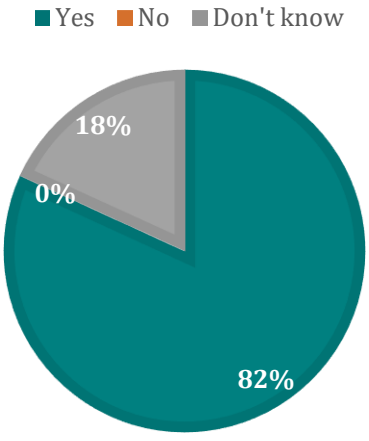
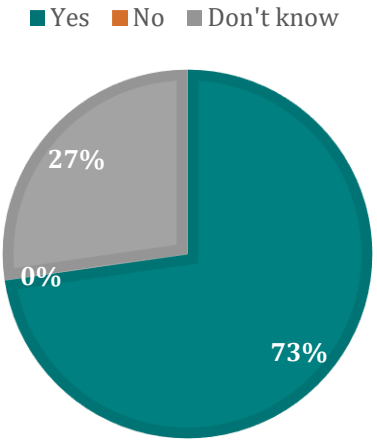


Figure 15: Are the indicators of the workplans with implementing partners contributing to achieving CPD indicators?



Source: Online survey among UNICEF, March 2024

The monitoring approach, including end-user monitoring, was shifted from integrated to thematic under the current CPD to ensure the quality of monitoring and follow-up actions. The quality of monitoring visits was improved by introducing the mission ToR to share the objective and a clear itinerary. Data validation is carried out through field visits, regular meetings with government officials and capacity development sessions with implementing partners.

Additionally, spot checks, audits and programmatic visits are used to verify information collected from beneficiaries and partners. The evaluability assessment reveals varying degrees of integration of monitoring systems into programme management. In some areas, the EA identified strong integration and systematic approaches to monitoring reporting workflows. There is a seamless integration of monitoring into the results framework and annual work plans of each section, where measures and methods for monitoring are explicitly outlined, and monitoring data is used to improve and adapt the programme. While HACT activities are completed in time, the MCO strategizes how to effectively and efficiently ensure its interventions bring results for children. One of the agreed actions is to utilize the third-party for HACT spot checks to ensureobjectivity. Moreover, monitoring is seen as an integral part of programming, which is done on a regular basis with regular field visits, progress review meetings combined with quarterly reviews and joint progress annual review meetings with partners, like allied ministries and civil society partners. At annual review meetings, the involved parties critically look at the thematic programme indicators, their achievements, and the gaps. They discuss new plans and how to address the concerns in a timely manner with the given funding.

Effectiveness and timeliness of programme implementation are systematically monitored on a monthly basis in Programme Coordination Meetings (PCM) for Harmonized Approach to Cash Transfers (HACT) assurance activities[13] and Country Management Team (CMT) meetings to deepen the common understanding of key achievements, budget utilisation and priorities for each month. Dashboards are regularly prepared to highlight areas of concern and review performance indicators, resource allocation, expenditure and fundraising aspects. Furthermore, MCO has established a local LTA for HACT Spot Checks, which has improved the quality assurance of the programme implementation. Risk identification and mitigation is seen as a collaborative effort involving both operational staff and management. During 2023, over 100 Implementing Partners were trained on HACT processes, Anti-Fraud Risk Management, and UNICEF's new digital tools, EPD and UNPP.

Challenges to data collection relate to data collected from partners. It includes delays and difficulties in obtaining data, indicating potential issues with the reliability and suitability of data collection methods. Obtaining data from government sources can also be challenging due to bureaucratic approval processes, since reports often undergo multiple levels of approval before being released, leading to delays in receiving timely information and in data availability.

Outcome indicators of the current CP are monitored primarily through national systems, while output indicators more directly measure UNICEF's contribution to the achievement of results. The main data sources for output indicators are programme monitoring reports, or government administrative data specific to the geographic or programme focus.

Data availability varies across government sectors. Data quality and completeness as well as disaggregation also represent an issue, especially when relying on partner data. As some partners face difficulties in providing data of good quality in due time, significant follow-up and capacity development efforts are often required. As evident from the interviews, social protection has one of the most advanced data systems as they have started connecting with the overall Mongolian e-

[13] Background information: The HACT is a mechanism used by UNICEF for transferring cash to implementing partners and other third parties and for managing the risks to the cash transferred. It also used to manage the risk to the effective delivery of results agreed with the partners. It involves assessing the risk of working with particular partners by assessing the partner's financial management system and capacity.

governance system (i.e., the e-Mongolia platform[14]) and work well for good managerial decisions, as indicated by the interviews with UNICEF and the Government.

"We were quite impressed when we worked on the shock responsive social protection schemes and when they have all the people in the data system" (informant from UNICEF)

The welfare system's sole deficiency is the absence of a record of the population that does not receive any assistance. This is the reason why it is impossible to generate coverage statistics. The data quality in the education and health sectors are more advanced than in other sectors in which MCO operates. There is an education sector information system (ESIS) in Mongolia that is synchronized with the Civil Registration and contains the data of individual children. The government places a particular emphasis on kindergartens and employs the information system to monitor and identify children who are not enrolled in the educational system. In this manner, any form of duplication within the system is prevented. However, there are rooms for improvement when it comes to the information system update and data archiving. The data on learning performance and attendance are kept in the teaching information system, but they are not very well maintained due to staff turnover. In the health sector, there is an enormous number of datasets created and there is one system that consolidates major health statistics. While this system provides a certain level of quality, the specific review of the cause registration reveals numerous deficiencies in the application of the international classification of diseases. The data in WASH sector is primarily facility-based. The facilities' statistics are satisfactory; however, there is virtually no information regarding the availability of water and sanitation services. Additionally, data on WASH is gathered by individual projects and is not accessible for the sector as a whole. Child Protection is putting a lot effort into strengthening admin data system but there is still a long way to go. Some child sensitive statistics (e.g., injury, accidents) are not readily available or there are lots of discrepancies between court statistics and police statistics due to the lack of information sharing. As a result, the quality of Child Protection statistics in general cannot be objectively assessed. The national capacity to conduct Social and Behavioral Change research and SBC Strategy development is quite low, as MCO experienced during the qualitative research related work. In the future, it is important to focus on improving the SBC research capacity of national organizations. Overall, the quality of data in Mongolia is perceived as good.

"Mongolia is one of the countries in the region which has more and better data in general" (informant from UNICEF)

The document review and interviews further suggested that strengthening national data and M&E capacity is a continuous effort on the UNICEF agenda. Although the Government has made substantial changes toits institutional structure and functions for M&E, GoM has continued the collaboration and partnership following the ExCEL training in Singapore. Thus, collaboration with the newly established Authority for Government Supervision (AGS)[15] in strengthening the national regulatory systems and the national capacity in M&E continued by engaging a group of professionals from Mongolia representing both Government and Non-Government institutions

[14] Background information: In 2020, the Mongolian government set out its five-year mission to build a 'Digital Nation', harnessing data and technology to facilitate innovation, streamline public services, and diversify Mongolia's mining-reliant economy. For that purpose, it launched the e-Mongolia platform on October 1, 2020 with 181 public services that integrated 25 government entities. The goal of this system is to digitalise public services and integrate many other separate digital platforms.

[15] Background information: The Authority of Mongolian Government Supervisory is a government agency established in January 2023. It serves as a monitoring, assessment, and supervisory body for compliance with laws and regulations by central government ministries, local governments, and provincial offices.

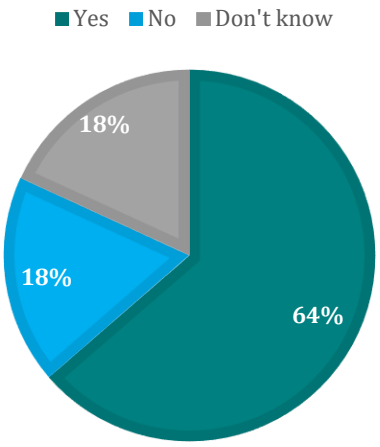
such as the Mongolian Evaluation Association[16] and the Mongolian Evaluation Network in IMPRESS training providing foundational knowledge on the basics of evaluation, evaluation methodologies and management. Strong understanding by key Government Stakeholders for the need of the segregation of the evaluation function from the monitoring function is one of the main achievements. Thus, the AGS is in the process of amending the regulations enabling segregation[17]. Furthermore, it collaborated with the stakeholders and provided technical support for the translation of OECD/DAC documents and UNEG guidance, making it accessible to Mongolian speaking audience.

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?

- Are adequate mechanisms in place to gather data on gender equality, disability inclusion, social inclusion or equity amongst programme beneficiaries?

Only 64% of the surveyed UNICEF staff believe that the data for CPD monitoring and evaluation is readily available, while 18% are unconvinced (see Figure 16).

Figure 16: Is data for CPD monitoring and evaluation readily available?

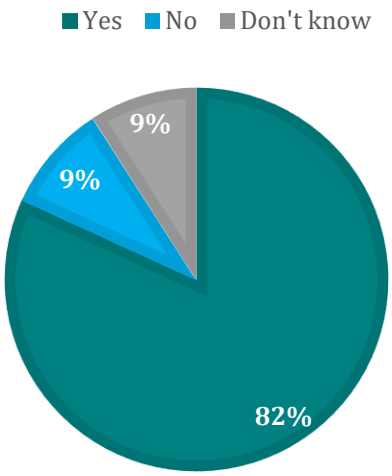


Source: Online survey among UNICEF, March 2024

Figure 16 suggests that 82% of the UNICEF personnel who participated in the survey believe that the data sources are reliable and timely for decision-making for policy and programming purposes, while 9% disagree.

[16] Background information: Mongolian Evaluation Association (MEA) was founded in 2021 to promote professionalization and institutionalization of evaluation at national level in Mongolia.
[17] Resolution N206 'Monitoring and Evaluation of Policy Documents Implementation and of Activities Conducted by Administrative Organizations."

Figure 17.. Are the data sources reliable and timely for decision-making for policy and programming purposes?



Source: Online survey among UNICEF, March 2024

Baseline data is available for all thematic programme outcomes and the majority of output indicators with the exception of Outcome 5. It is of concern that baselines available often refer to older statistical data from 2020 and 2021, partially even from 2018 and 2019. While the data was rather actual at the time of developing the CPD, in some cases it is a weak proxy for the actual state of outcome indicators at baseline.

Table 12. Examples of outdated baselines for outcome indicators

Outcome	Outcome Indicators	Baseline Year and Source	EA Team Comment
Outcome 1	Under-5 mortality rate" and "Adolescent (10-19 years) mortality rate Adolescent (10-19 years) mortality rate	United Nations Inter-agency Group for Child Mortality Estimation (IGME), 2020 WHO - Global Health Estimates (GHE), 2019	IGME conducted annually WHO - GHE is conducted annually
Outcome 2	Percentage o children aged 36-59 months who are on track in at least three of four development domains	MICS, 2018	MICS7 was conducted in 2023
Outcome 3	Proportion of children aged 1 to 17 years who experienced any physical punishment and/or psychological aggression by caregivers in the past month Percentage of students aged 13 to 15 years who reported being bullied on 1 or more days in the past 30 days	MICS plus, 2021 Global School-based Health Survey, 2013	MICS7 was conducted in 2023 New Global School-based Health Survey was conducted in 2023
Outcome 5	Multidimensional child poverty - Percentage of children under 5 years of age deprived in 3 or more dimensions	MICS, 2018	MICS7 was conducted in 2023

Sources: UNICEF Mongolia Programme Rationales

Challenges regarding data collection and reporting for several indicators were raised, threatening accountability, and hampering monitoring and evaluation efforts. In addition, the long intervals between baseline assessments, as seen in large surveys such as the MICS/ National Nutrition Survey, make it difficult to track progress in a timely manner. However, the EA team believes that the MICS five-year data collection cycle is in principle useful for assessing the achievement of outcomes after the end of the recent CPE. Datafrom the last round, collected in 2023, is expected to be available in summer 2024 and allow for the replacement of MICS data from 2018, thus forming a solid baseline. A limitation of the MICS/National Nutrition Survey is, however, that endline data from 2027 will be released in 2028. In addition, the frequency of some other surveys is also only every 2-3 years, i.e. the Global School-based Health Survey (GSHS) conducted every 3 years or the National Education Quality Monitoring Survey conducted now as well only once every 2-3 years (while before 2022 it was done annually).

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?

The document review further indicates that there is no explicit evidence agenda or evidence/data gap analysis for the CP. The IMEP format, as a standard corporate planning tool for M&E, does not capture the evidence and data gaps, strategic linkages and synergies with research, evaluation, studies and longer-term research or evidence requirements to reach the CP and UNSDCF results. The CEP format does provide some strategic linkages (to UNSDF and UNICEF Strategic Priorities) but it only covers four evaluations, of which one will be most likely cancelled. The Sitan includes a formative research agenda, which partially responds to the need for explicitly identifying evidence gaps. The formative (rolling) research agenda could be used as a basis for developing an explicit evidence agenda covering all outcome areas and the five-year programme cycle.

The MCO implements a one-year IMEP which includes the planned evaluations, studies and research. As evident from the document review, under the previous CPD, MCO has completed a total of 10 studies, surveys or evaluations. Meanwhile, under the current CPD, just for 2023, it was planned to conduct another 10 studies, surveys or evaluations. At the time of EA, 4 out of 10 studies were completed and the others were in progress.

Table 13: Types of studies/surveys and evaluations under IMEP

Year	Type of studies/surveys/evaluations	Status
2017	1. MICS report Kuvsgul 2016 2. MICS report Nalaikh 2016 3. EA of UNICEF MCO 2017-2021 4. Public Expenditure and Institutional Review (PEIR) Impact of Air Pollution on Child Health and Cost of Inaction	completed
2019	5. Evaluation of Inclusive Basic Education in the UNICEF Country Programmes 2012-2016 and 2017-2021 6. MICS 7. Situational Analysis: Integrated Adolescent Development in Mongolia National capacity to evaluate SDGs	completed
2020	8. Evaluation on Implementation of the Law on Child Protection in Mongolia	completed

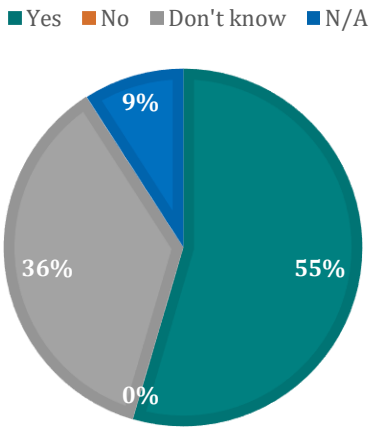
Year	Type of studies/surveys/evaluations	Status
2021	9. Evaluation of UNICEF Mongolia's Geographic Targeting Approaches in Programming 10. MICS Plus	completed
2023	11. Analyses of stillbirth registration and recording 12. Social welfare role in Social Protection Programme 13. Analyses of administrative and service provision data 14. Climate Landscape Analysis for Children (CLAC) 15. Introduction of child functioning module in EMIS 16. Evaluability Assessment	In progress
	17. Global School-based Student Health Survey 18. MICS 19. MICS Plus 20. Responsive care ECD	completed

Source: IMEPs for 2017-2022 and 2023

Based on the review of the IMEP, CEP andinterviews with the M&E staff, there is room for improvement (vis-à-vis overall accountability, institutional record of decisions and any forthcoming audit) in the off-line IMEP tracking sheet. The improvements include adding intended timing (missing in some cases), planned budget vs. materialized budgets, and reasons for delays or cancellations. The IMEP form for 2023 encompasses the majority of the areas specified; however, no data is included in the IMEP template related to intended timing, planned budgets, oror reasons for delays or cancellations.

According to the survey, only 55% of the UNICEF respondents believe that there is a demand for evaluation of their programs, both internally and externally. The remaining respondents are unaware.

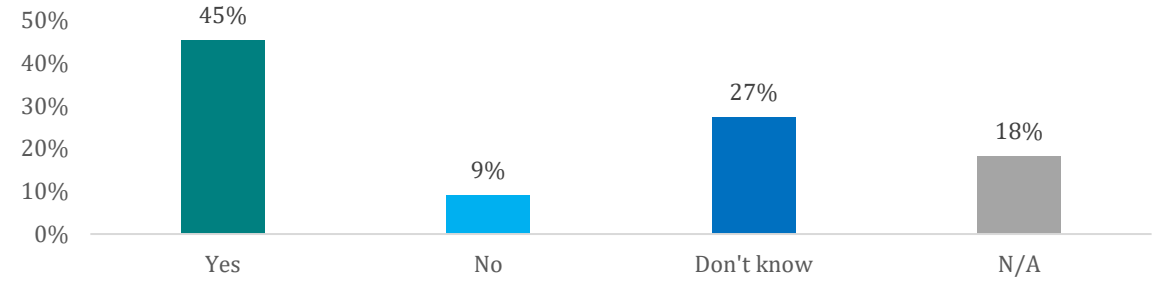
Figure 18:Do you believe there is a demand both internally and externally for evaluation of your programme?



Source: Online survey among UNICEF, March 2024

The availability of the budget for evaluations was only known to slightly more than half of the UNICEF personnel who were surveyed.

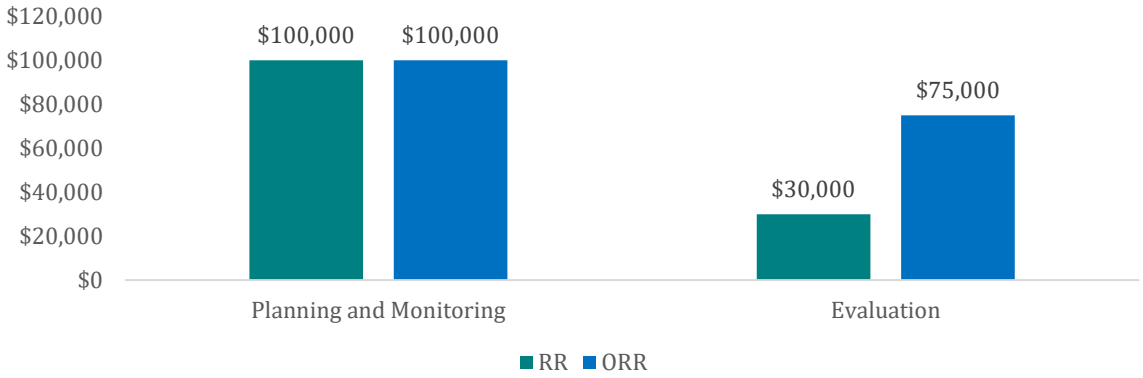
Figure 19: Does your programme area have a clear plan and an adequate budget for evaluations?



Source: Online survey among UNICEF, March 2024

The review of financial data indicates that US$305,000 (43% from RR and 57% from ORR) was allocated for planning, monitoring and evaluation in 2024.

Figure 20: Resource allocations for planning, monitoring and evaluation for 2024



Mechanisms to collect data on cross-cutting priorities are not yet adequate; however, there is a demand for improvement in data collection methods, capacity development and integration across thematic sectors in order for MCO to effectively measure progress in these areas. Due to limited quality assurance mechanisms for partner data, the EA team identifies potential challenges in accurately measuring progress on cross-cutting priorities. There are challenges in collecting data at the outcome level, particularly for progress tracking on an annual basis, and when it requires data at a household level, like, for example, MICS/DHS which is only available every five years. This is beyond UNICEF's control; however, it hampers results-oriented monitoring and is problematic for the evaluability of the CPD, as data to track outcome achievement will not be available for a CPE before 2027.

SBC and PSEA have received more attention in current CPD programming. SBC was included under Outcome 6 (Programme Effectiveness) and focuses on SBC Capacity building of UNICEF staff and main partners along with SBC evidence generation. For the first time in more than 10 years, MCO has been engaged in major SBC evidence generation activities, in particular in a Qualitative Research among parents of young children; its findings are planned to inform the development of an integrated inter-sectoral SBC strategy for parents in the areas of child health, nutrition, protection, WASH and ECD. Aligning with the global focus, MCO staff capacity was also improved with refresher PSEA training and the introduction of a new rating system for PSEA three times in 2023. The mapping of existing services for survivors was completed as a collaborative effort among all UN agencies. Furthermore, PSEA orientation was conducted for 19 implementing

partners, while capacity building and PSEA assessment were conducted by an external audit firm for 14 implementing partners.

3.3 UTILITY: EVALUATION READINESS

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?

3b: Will the current Country Programme accumulated enough implementation experience to enable useful lessons to be extracted by the time to conduct the CPE?

According to the UNICEF Guidance Notes, 1% of the budget of the country programme expenditures should be allocated for evaluations. This requirement is met by the current CPD. The majority of the funding for CEP evaluations under the current CPD is expected to come from other resources (58%), with the remaining 42% coming from a combination of regular and other resources.

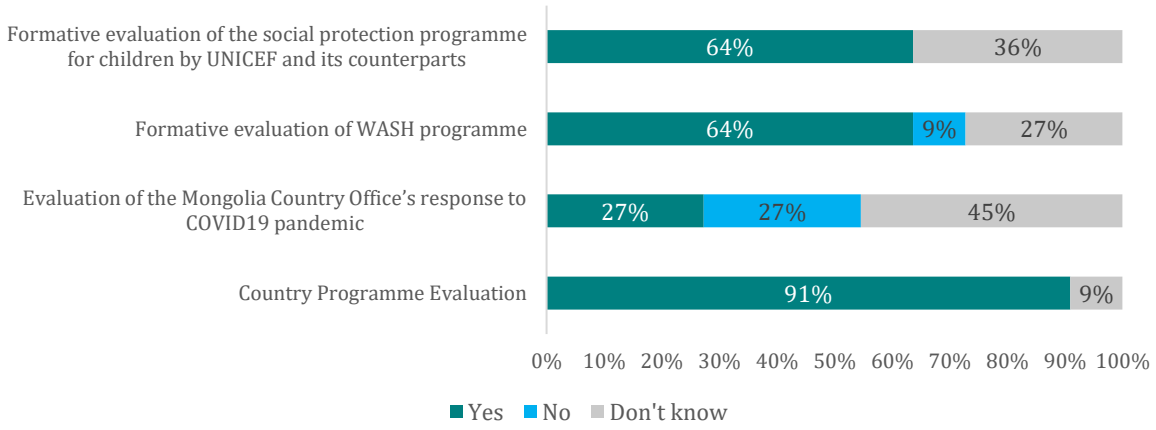
Table 14: Comparison of planned evaluations under CEPs in the current and previous CPDs

Planned evaluations under CEP of current CPD	Evaluation under CEP of previous CPD
1. Formative evaluation of the social protection programme for children by UNICEF and its counterparts 2. Formative evaluation of the WA S H programme 3. Evaluation of the Mongolia Country Office's response to the COVID-19 pandemic 4. Evaluability Assessment 5. CPE	1) Evaluation of child protection service provision mechanisms in Mongolia 2) Evaluation of inclusive education programme 3) Evaluation of country programme geographic approach 4) Evaluability Assessment
Total budget: $520,000	Total budget: $450,000

Sources: CEPs for 2016-2022 and 2023-2027

The 2018 revised UNICEF's evaluation policy requires an average of one thematic evaluation per year for country programmes with more than US$10 million in average annual expenditure. Three thematic evaluations are anticipated to be conducted during the current CPD. In the view of surveyed UNICEF staff, the highest demand in CEP is for Country Programme Evaluation (CPE), followed by social protection and WASH programmes evaluation. The lowest demand is for an evaluation on the responses to COVID19.

Figure 21: In your view, is there a demand for the evaluations scheduled in the CEP?



Source: Online survey among UNICEF, March 2024

The CEP does not provide any narrative as a basis for the selection of evaluations, and there is no clearly defined, integrated monitoring and evaluation plan that might explain linkages to the programme. As evident from interviews, all thematic evaluations within the CEP are intended to be conducted at the programme level, which is not a common practice at the MCO.

"We have not conducted adequate program-level evaluations. In the past, we have conducted project-level evaluations in the areas of child protection, education, health, and WASH." (informant from UNICEF)

KIIs with UNICEF, UNCT and Government indicated that an evaluation on the responses to COVID19 is not relevant, as a number of evaluations on this topic havehave already been conducted by UN in Mongolia[18], MCO[19] and covered in Mongolian MICS Plus[20].

"*I am not sure about the evaluation of COVID because there are already some small pieces of evaluation on different issues related to the pandemic. For example, under the Global Fund, in 2022, we had a small fund for the evaluation of different UN agencies work during the COVID pandemic*" (respondent from UNCT)

The proposed alternative by UNICEF staff is the evaluation of the effectiveness of the newly introduced nationwide UNICEF's approach towards geographic targeting or evaluation of health programme. One of the representatives of the government agencies suggested that UNICEF might consider to conduct an evaluation on child protection. *"UNICEF conducted the evaluation of the Child Protection four years ago and a lot of changes happened in this area since that time. Let's do it in 2024.... We are discussing it internally at the moment" (*informant from the government organization)

The WASH assessment was chosen as UNICEF has a long-term presence and history of credible technical assistance in this sector in Mongolia, and the focus of this assessment is expected to be

[18] Rapid socio-economic impact assessment of COVID-19 prevention measures on vulnerable groups and value chains in Mongolia, UNDP, June 2020

[19] Rapid Social Impact Assessment on Social and Protection Services for Children and Families, UNICEF, November 2020; RTA - Real-time Assessment of UNICEF COVID-19 response at country level: Mongolia Country Report, UNICEF, 2020

[20] Mongolia's MICS Plus sampled 2,200 households and has generated data on COVID-19 self-protection practices (such as mask wearing and hand washing), household characteristics (including energy use and water and sanitation), government benefits and impact of the COVID-19 pandemic on household income, distance learning, and nutrition, during the first two waves of data collection.

on the WASH sector as a whole. Nevertheless, MCO conducted minimal evaluations of WASH initiatives, with the exception of one that was funded by the Australian Government, i.e., the project *"Water, Sanitation and Hygiene in rural and peri-urban schools in Mongolia - WASH in Schools".* The budget for this project evaluation was allotted in the project proposal. For other projects (e.g., funded by KOICA and others), there wasn't any concrete budget planned for final project evaluation.

"During the implementation of small or bigger projects, we usually plan certain budgets for field monitoring. We usually prepare the field monitoring reports and produce concrete recommendations for the improvement and follow-up" (informant from UNICEF)

In principle, interviewed UNICEF staff and stakeholders are in favor of this evaluation; the only concern expressed by a few UNICEF staff is that in the past 1.5 years not many projects have been implemented by UNICEF in this area due to a lack of funds. Therefore, it might be too early to do this programme evaluation in 2024.

MCO selected social protection evaluation under the current CPD due to the fact that this programme area does not have such a long history of implementation as compared to other areas. Additionally, the previous Social Policy Program had a limited focus on child poverty and child money in comparison to the numerous other social protection programmes. This evaluation is intended to be more on programme level and it will focus on a comprehensive assessment of the government's social protection strategy, looking at different social protection programmes and schemes implemented, rather than solely on the child money programme. Therefore, this evaluation will be beneficial both for UNICEF and the Government. Nevertheless, it was disclosed during the interviews that MCO had been without a Social Policy Chief for an extended period.

The difficulties in communication between the government and UNICEF in the area of social policy were also highlighted in one of the interviews with the National Government. A culture of evaluation for knowledge generation on the programme's progress – on how and to what extent elements of the programme have been working - is not strong in the MCO as evident from the interviews with the UNICEF staff, although there is currently more attention being drawn to how evaluation processes might support programme strengthening.

MCO has Weekly Meetings and Monthly Programme Coordination Meetings (PCM). Both meetings are chaired by the Deputy Representative. Weekly meetings provide an opportunity to review the previous week's activities and the upcoming week's plans for each programme area. These weekly meetings are conducted every Monday; however, the majority of UNICEF staff interviewed found them to be of little value. They are time-consuming, and there is insufficient information sharing among programs.

"We were highly critical of this meeting due to its high time commitment... This catch-up meeting was not feasible to accommodate on Monday; consequently, we allocated half of Tuesday to it... We were not talking amongst different programme areas" (informant from UNICEF)

The primary objective of the PCM is to address implementation rates, deadlines, outstanding tasks, and various program components. Nevertheless, there is a limited amount of time allotted for the exchange of lessons learned or best practices among the programs. Additionally, only outcome leads are involved in the PCMs, and the CHAP team (communication, humanitarian, advocacy, partnership) is not present.

The MCO has introduced Brown Bag sessions in 2023, during which one programme will discuss, inform, and make a presentation on certain issues during lunchtime on Wednesdays. In 2024, MCO started to organize thematic weeks.

"We are trying different methods to improve exchange of our work among the teams" (informant from UNICEF)

4. CONCLUSIONS

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

The design of the CPD followed an extremely thorough, standardized process, based on structured guidance from the regional office, and involved a comprehensive examination of the context, including participation in the UN country-wide Common Country Analysis, a Situation Analysis, consultation with national partners and representatives of beneficiary groups.

The UNICEF Mongolia CPD has a clear theory of change depicting impact pathways to change for each of the five programme areas; while the overall ToC for the CP as a whole needs a more focused approach as it appears to be implicit.

The results framework is deemed incomplete in some thematic areas, such as health, child protection, and social inclusion. In these areas outputs do not fully align with outcomes, hindering effective monitoring and evaluation. In other fields, i.e. education, WASH and climate change, outputs are comprehensive and well-aligned with desired outcomes.

Stakeholders within the MCO exhibit a consistent comprehension of the programme's objectives and strategies, suggesting a shared vision and purpose among those involved in programme implementation.

Indicators, both standard and additional, are deemed SMART for four out of five outcomes, allowing for effective tracking of progress towards programme objectives. Only a fewoutput indicators lack achievability due to the uncertainty of data availability. The most prevalent SMART indicators related to gender equality refer mainly to sex-disaggregated data. Specific indicators related to SBC, inclusion of people with disabilities, climate change adaptation and mitigation, social equity and PSEA are very rare.

In terms of cross-cutting priorities, the thematic programme ToCs result statements (i.e., at the output and outcome level) include gender equality, the inclusion of individuals with disabilities, social behavior change, protection from sexual exploitation and abuse, and social equity. However, there is potential for more significant mainstreaming.

Evaluability in Practice: Mechanisms and systems to monitor results

Resources appear to be aligned with results in both the results framework and CPD. However, the CPD is not fully funded, although it is accepted that this is not unusual at this early stage. Challenges remain in mobilizing funds from external sources especially for Education, WASH and Climate Change, Child Protection and Cross-Sectorial Areas (e.g., social behavioral change).

Established monitoring processes and mechanisms are in place; however, they are not entirely sufficient to address data collection challenges and guarantee timely reporting, particularly in relation to cross-cutting priorities. Capacity development and quality assurance measures are implemented to tackle these obstacles. The integration into programme management is satisfactory; however, there is room for development in the provision of cross-sectoral monitoring results and the incorporation of real-time feedback from beneficiaries. Baseline data exists for all thematic programme outcomes and most output indicators, although inconsistencies and gaps are noted in some cases.

Utility: Evaluation Readiness

The highest demand in CEP is for CPE, followed by social protection and WASH programmes evaluation. The lowest demand is for the evaluation ofof the response to the COVID19 pandemic. The funding is still to be secured for the thematic evaluations listed in the CEP.

5. RECCOMENDATIONS

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

- Revise visual thematic programmes ToCs to ensure they adhere to the same template and approach to the presentation of casual pathways. It is recommended to follow the templates used for Education and Child Protection Outcomes.

- Consider better systematic disaggregation of all person-related targets by gender, and where feasible by disability. This is a key tool for at least making any differentiation in results across these groups visible. Beyond this, a more assertive approach to gender should be considered, with the aim to be gender transformative rather than simply gender aware. This requires designing interventions that contribute to preventing the disadvantages women face as adults, by addressing how girls and boys are differently socialised as children.

Evaluability in Practice: Mechanisms and systems to monitor results

- Continue efforts to enhance capacity development inside MCO and among partners to raise awareness on the importance of disaggregated data,improve the monitoring system andenhance timely access to reliable monitoring data:
  - Transform the perspective of M&E from a compliance-focused activity to a critical instrument for decision-making, organizational learning, and continuous improvement. Emphasise the value of data in informing strategic decisions and programme effectiveness. This could be achieved through provision of the systemic capacity building on M&E for the UNICEF staff and partners, conduction of reflection sessions with the partners to capture the good practices on M&E and lessons learned.
  - Deepen efforts to identify and document best practices for piloting and scaling programmes. Analyse key success factors and share these findings to inform future programme design and implementation, fostering continuous improvement. This can be done through either conduction of the periodic lessons learned/good practice sessions with UNICEF implementing partners or adding to the partners reporting template a section which is focused on lesssons learned and good practices[21].
  - To strengthen the analytic content of partner reporting, consider including information categorising reported activities according to the strategy used, the method to deploy the strategy, and the step in the ToC targeted. Also consider including for each activity: a statement of UNICEF contribution to the activity (e.g. funds, technical support in design, technical support in implementation etc.) and others contributing to the activity. Consider also including information such as the percentage of output budget delivered for the activity and the percentage of the target the activity is designed to reach.

[21] The information on the lessons learned and good practices could be included in the partners report in the following format. For lessons learned: (i) Brief description of lesson learned (link to specific action or task), (ii) Context and any related preconditions, (iii) Target users/beneficiaries, (iv) Challenges /negative lessons; (v) Success / Positive Issues. For good practices: (i) Brief summary of the good practice (link to project goal or specific deliverable, background, purpose, etc.), (ii) Relevant conditions and Context, (iii) Indicate measurable impact and targeted beneficiaries, (iv) Potential for replication and by whom.

  - Ensuring that information offered in reporting is systematically synthesised and made available across the team to support programming decision making as well as high level priority setting. This can be achieved through Pause and Reflection sessions condcuted on semi-annual or annual basisThe MCO needs to consider focusing more on improving Social and Behavioural Change (SBC) research capacity of national organizations through systemic capacity building of partners as well as more intensive collaboration with the academia.

- Upon availability and during MTR process, use of recent MICS and National Nutrition Survey data is recommended to replace outdated MICS/National Nutrition Survey baseline data from the previous round. This relates particularly to the outcome indicators within Outcomes 1, 2, 3 and 5.

Utility: Evaluation Readiness

- Update the evaluation priorities in the CEP. Given the experience from the CPD implementation so far, an update and/or review of the CEP could be beneficial for the present programme cycle. During the current programme cycle, it is also suggested to include evaluations of the health and child protection programmes.

- Resources must be mobilized to fund the thematic evaluations under CEP as currently there are no financial resources set aside for the process. This would allow to maximize evidence-based insights for programme development and they could become valuable information sources for the CPE.

- All new programme and project proposals should include a budget line for evaluation. Relevant government stakeholders and development partners (donors) need to be actively engaged from the scoping to the dissemination phase of every new evaluation. This should foster ownership and use and progressively boost an evaluation culture within the MCO.

- Take steps to develop and establish a knowledge management plan that links research, evaluation and monitoring information to programmes. A KM plan could help ensure that studies are optimally targeted at knowledge gaps; that information arising from them is routinely shared and available across the team and to partners; thatthat is therefore routinely used to inform ongoing programming and regular decision making. Establishing a stronger culture of evaluation for learning would be one element of this KM system. In addition, the indicator analysis should be linked to the knowledge management strategies to identify weaknesses and strengths in implementation and share lessons learned.

- Enhance the synergies among evaluations, research and studies vis-à-vis the CPE by aligning ToRs with the CP results to any extent possible.

ANNEX 1: EVALUABILITY ASSESSMENT MATRIX

Evaluability assessment objectives	Specific inquiry areas/key questions	Data collection method/approach	Verification/data sources	Additional learning questions for UNICEF MCO:
Evaluability in Principle: Logic and Design of the Results Framework and associated Strategies	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?			
	1f. To what extent are vulnerability and equity adequately addressed in programme design and TOC (including gender equity, disability inclusion and social inclusion)?			

Evaluability in Practice: Mechanisms and Systems to Monitor Results	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?)
	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?

Utility: Evaluation Readiness	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		

ANNEX 2: DATA COLLECTION INSTRUMENTS

ONLINE SURVEY FORM

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.

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?**	
	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
5	**Have key assumptions, risks and mitigation strategies been well specified in the ToCs for programme components?**	
	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
6	**Are the ToCs for programme components flexible and responsive to external factors (such as prolonged border closure restriction with China, the Ukraine crisis)?**	
	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
7	**Are the CPD outcomes realistic?**	
	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
	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	**Are the resources adequate and well sequenced to fund the outcome areas of UNICEF Country Programme for 2023-2027?**	Yes/No/Don't know
9	**On the whole, are the indicators of CPD outcomes and outputs adequate to measure their achievement?**	
	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	**Are the data sources reliable and timely for decision-making for policy and programming purposes?**	Yes/No/Don't know
11	**Are the workplans with implementing partners measurable with adequate SMART indicators?**	Yes/No/Don't know
12	**Are the indicators of the workplans with implementing partners contributing to achieving CPD indicators?**	Yes/No/Don't know
13	**Is data for CPD monitoring and evaluation readily**	Yes/No/Don't know

	available?	
14	**Was the CPD and the results framework designed in a participatory manner with UNICEF colleagues and external partners?**	Yes/No/Don't know
15	**Are the indicators and M&E systems of the CPD and workplans used for decision-making and programme improvements?**	Yes/No/Don't know/N/A
16	**Do the existed workflows allow modification in design, technical, and management aspects of the programmes and their interventions?**	Yes/No/Don't know/N/A
17	**Does your programme area have a clear plan and an adequate budget for evaluations?**	Yes/No/Don't know/N/A
18	**Do you believe there is a demand both internally and externally for evaluation of your programme?**	Yes/No/Don't know/N/A
19	**In your view, is there a demand for the evaluations scheduled in the CEP?**	
	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	**Please let us know if you have any further insights/recommendations to share on the data collection process in your programme.**	

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 or Uugantsetseg Gonchigdorj at +976-88026646 or uugantsetsg.g@gmail.com, or the UNICEF Mongolia at Khurelmaa Dashdorj at kdashdorj@unicef.org.

Questions for discussion

Evaluability in principle	
Logic	1. Does the UNICEF MCO have the ToC for the new CPD? 2. Are you familiar with the overall CPD Theory of Change? Probes: – How useful do you find it? – Is there a problem and a clear pathway to the expected results? – How clear is the overall Theory of Change? – Which areas of the TOC are unclear? 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? 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? 5. What are the main risks and assumptions that could impact programme performance? Are plans in place to address these important risks and assumptions? 6. Are there any proposed activities under the components that do not support the achievement of the overall results and objectives? 7. To what extent does the CPD address cross-cutting issues, including gender?
Alignment	8. To what extent is the CPD in line with UNSDCF, national priorities and beneficiaries needs? Probes: How logical results chains (with indicators) made on? How CP results contributed to the expected achievements in the relevant outputs and outputs in the Cooperation Framework (CF)? 9. 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? 10. Are financial resources adequate to meet the expected results? Are resources in general aligned with the results?
Evaluability in Practice: Mechanisms and systems to monitor results	

Measurability	11. How measurable are the results? 12. What challenges, if any, do you anticipate with gathering sufficient data on your programme to enable quality evaluation, including from beneficiaries, implementers and partners? 13. Are indicators sufficiently measurable, with identified means of verification, and do they capture the expected changes? Are baselines and targets clearly established? Are cross-cutting themes sufficiently monitored? Are SMART indicators established for them?
Evaluation Readiness	14. 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?
	15. 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? 16. Is there a learning culture within MCO? And with partners? 17. 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?

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	
Logic	1. Does the UNICEF MCO have the ToC for the new CPD? 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? 3. What are the key problems the CPD wants to solve and what is the role of UNICEF in doing so? 4. Are the expected results and objectives clear, tangible and realistic?
Alignment	5. How well aligned is the CPD with country priorities? Probe: engagement with partners during CPD design 6. How sound is the design process of the CPD to capture the needs and priorities of children? 7. Are financial resources adequate to meet the expected results? Are resources in general aligned with the results? 8. How relevant is the Country Programme in relation to UN system planning frameworks, such as UNSDCF (2023-2027)? Probes: How logical results chains (with indicators) made on? How CP results contributed to the expected achievements in the relevant outputs and outputs in the CF?
Evaluability in Practice: Mechanisms and systems to monitor results	

Measurability	9. How useful are the CPD reporting? Probes: – How do you use the information? – How do UNICEF's partners use/value the reports? 10. What challenges, if any, do you anticipate to gathering and analyzing performance and results information with MCO? 11. Is MCO adequately staffed to provide necessary information for the evidence generation gaps on a periodic basis?
Evaluation Readiness	12. 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? 13. Is there a culture of learning within MCO? 14. Are there enough resources to conduct robust evaluations? Why/why not? 15. How are lessons learned from past evaluations being extracted? What are your learning priorities for MCO?

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	
Logic	1. Does the UNICEF MCO have the ToC for the new CPD? 2. How has the CPD designed? Probe: the process followed, who all worked on it. 3. How were the challenges for children identified? 4. How has MCO defined the CPD pillars, activities within these and their prioritization? Probe: criteria or parameters considered/not considered 5. How were the CPD objectives and indicators established? Probe: design process/participation 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? 7. Are the expected results and objectives clear and tangible? Probe: How measurable are the results?
Alignment	8. How relevant is the Country Programme in relation to UN system planning frameworks, such as UNSDCF (2023-2027)? Probes: How logical results chains (with indicators) made on? How CP results contributed to the expected achievements in the relevant outputs and outputs in the CF?
	9. How can beneficiaries give input about the programme? To whom? What actions are taken from this information? How do you know? 10. Are financial resources adequate to meet the expected results? Are resources in general aligned with the results?

Evaluability in Practice: Mechanisms and systems to monitor results	
Measurability	11. How useful are the tracking tools for the CPD? Probe: Usefulness of indicators/M&E tools for strategic decision-making 12. Are indicators sufficiently measurable, with identified means of verification 13. Do indicators capture the expected changes? 14. How is the monitoring data validated and quality assured? 15. Who supports the M&E specialist at UNICEF MCO? What is the % budget on M&E? How is M&E listed / headed in budgets? What proportion is core and what proportion comes from programmes? 16. What are the main challenges to monitoring? 17. How are technology-based applications or platforms utilized for monitoring? 18. What lessons have been learned as it relates to monitoring? 19. How is monitoring data used in MCO?
Evaluation Readiness	20. 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? 21. Is there a culture of evaluation within MCO? 22. Are there enough resources to conduct robust evaluations? 23. How are lessons learned from past evaluations being extracted? What are your learning priorities for MCO?

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

Background on counterpart/partner experience with UNICEF	1. Can you please explain your role/position within your organization and for how long have you been in this position?
Evaluability in principle	
Logic	2. What has been your/your agency/organization's role in the new CP for [name of programme]? 3. What are the unique contributions of your agency/organization for the [name of programme]? 4. How was the programme of cooperation with UNICEF designed? Probes: participation levels, flexibility, openness 5. What are the main goals you hope to achieve through this cooperation?

Alignment	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?
	7. How relevant is the Country Programme in relation to UN system planning frameworks, such as UNSDCF (2023-2027)? Probes: How logical results chains (with indicators) made on? How CP results contributed to the expected achievements in the relevant outputs and outputs in the CF? 8. 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? 9. Are the necessary governance and communication structures in place to ensure transparent, coordinated and efficient implementation of the relevant programme strategies under new CP?
Evaluability in Practice: Mechanisms and systems to monitor results	
Measurability	10. 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? 11. Are the necessary learning systems in place to ensure continuous reflection and improvement over time? 12. What lessons have been learned in monitoring and evaluating programmes like this with UNICEF in previous years?
Evaluation Readiness	13. Would your organization support an evaluation of the CP in the future? In what ways? 14. What do you want to learn from the planned CP evaluation?
Recommendations	15. Do you have any other comments or recommendations on the design, implementation, monitoring and evaluation of UNICEF projects with which you are associated?

ANNEX 3: LIST OF DOCUMENTS REVIEWED

Year	Author	Title
2023	UNICEF	Budget Management
2019	UNICEF	Communication, C4D, Advocacy and Partnership work plan 2019
2022	UNICEF	Costed evaluation plan – Mongolia – UNICEF country programme cooperation 2023-2027
2016	UNICEF	Costed evaluation plan – Mongolia – UNICEF country programme cooperation 2017-2021
2016	UNICEF	Country Programme Document 2023-2027
2019	Proman	Evaluation of Inclusive Basic Education in the UNICEF Country Programmes 2012-2016 and 2017-2021
2021	Coram International	Evaluation of the implementation of the LCP in Mongolia
2021	UNICEF	Evaluation of UNICEF Mongolia's Geographic Targeting Approached in Programming (Country Programmes 2012-2026 and 2017-2021)
2023	UNICEF	EYR – Financial Implementation Status
2023	UNICEF	EYR – Humanitarian and Partnership
2023	UNICEF	EYR – Outcome 01
2023	UNICEF	EYR – Outcome 02
2023	UNICEF	EYR – Outcome 03
2023	UNICEF	EYR – Outcome 04 (Climate Change)
2023	UNICEF	EYR – Outcome 04 (WASH)
2023	UNICEF	EYR – Outcome 05
2015	UNICEF	Final Evaluation Report WASH in Schools and Kindergartners Project
2023	UNICEF	Mongolia Common Country Analysis 2023 update
2024	UNICEF	Mongolia staffing structure (effective 15 January 2024)
2023	UNICEF	Programme Rationale 1 – Health, Nutrition and Development
2023	UNICEF	Programme Rationale 2 – Education
2022	UNICEF	Programme Rationale 3 – Child Protection
2023	UNICEF	Programme Rationale 4 – WASH and CEED
2022	UNICEF	Programme Rationale 5 – Social inclusion and evidence
2019	UNICEF	Review of National Evaluation Systems and Capacities for Evaluating Progress Towards the SDGs in Asia and the PACIFIC
2019		Signed memorandum of understanding between Capital City Governor's Office and UNICEF Mongolia
2018	UNICEF	UNICEF Annual Report 2017 - Mongolia
2019	UNICEF	UNICEF Annual Report 2018 – Mongolia
2020	UNICEF	UNICEF Annual Report 2019 – Mongolia
2021	UNICEF	UNICEF Annual Report 2020 – Mongolia
2022	UNICEF	UNICEF Annual Report 2021 – Mongolia
2023	UNICEF	UNICEF Annual Report 2022 - Mongolia
2021	UNICEF	UNICEF Procedure on Ethical Standards in Research, Evaluation, Data Collection and Analysis https://www.unicef.org/evaluation/documents/unicef-procedure-ethical-standards-research-evaluation-data-collection-and-analysis

2022	UN Mongolia	UNSDCF Mongolia 2023 – Cooperation Framework 2023-2027
2018		Government of Mongolia – UNICEF Programme of Cooperation 2017-2021 Workplan 2019 Bayankhongor Province
2019		Government of Mongolia – UNICEF Programme of Cooperation 2017-2021 Workplan 2019 Bayanzurkh District
2018		Government of Mongolia – UNICEF Programme of Cooperation 2017-2021 Workplan 2019 Govi-Altai Province
2018		Government of Mongolia – UNICEF Programme of Cooperation 2017-2021 Workplan 2019 Zavkhan Province
2019		Government of Mongolia – UNICEF Programme of Cooperation 2017-2021 Workplan 2019 Ministry of Education
2019		Government of Mongolia – UNICEF Programme of Cooperation 2017-2021 Workplan 2019 Outcome 01
2018		Government of Mongolia – UNICEF Programme of Cooperation 2017-2021 Workplan 2019 Outcome 02
2019		Government of Mongolia – UNICEF Programme of Cooperation 2017-2021 Workplan 2019 Outcome 03
2019		Government of Mongolia – UNICEF Programme of Cooperation 2017-2021 Workplan 2020-2021 Govi-Altai Province
2021		Government of Mongolia – UNICEF Programme of Cooperation 2017-2021 Workplan 2021 Outcome 01
2021		Government of Mongolia – UNICEF Programme of Cooperation 2017-2021 Workplan 2021 Outcome 02
2021		Government of Mongolia – UNICEF Programme of Cooperation 2017-2021 Workplan 2021 Outcome 03
2022		Government of Mongolia – UNICEF Programme of Cooperation 2017-2021 Workplan 2022 Govi-Altai Province
2022		Government of Mongolia – UNICEF Programme of Cooperation 2017-2021 Workplan 2022 Ministry of Construction and Urban Development
2022		Government of Mongolia – UNICEF Programme of Cooperation 2017-2021 Workplan 2022 Ministry of Environment and Tourism
2022		Government of Mongolia – UNICEF Programme of Cooperation 2017-2021 Workplan 2022 Outcome 01
2022		Government of Mongolia – UNICEF Programme of Cooperation 2017-2021 Workplan 2022 Outcome 02
2022		Government of Mongolia – UNICEF Programme of Cooperation 2017-2021 Workplan 2022 Outcome 03
2023		Government of Mongolia – UNICEF Programme of Cooperation 2017-2021 Workplan 2023 Ministry of Health
2023		Government of Mongolia – UNICEF Programme of Cooperation 2017-2021 Workplan 2023 Outcome 01
2023		Government of Mongolia – UNICEF Programme of Cooperation 2017-2021 Workplan 2023 Outcome 03
2023		Government of Mongolia – UNICEF Programme of Cooperation 2017-2021 Workplan 2023 Outcome 04

2023		Government of Mongolia – UNICEF Programme of Cooperation 2017-2021 Workplan 2023 Outcome 04 Ministry of Construction and Urban Development
2023		Government of Mongolia – UNICEF Programme of Cooperation 2017-2021 Workplan 2023 Outcome 05
2022		Government of Mongolia – UNICEF Programme of Cooperation 2017-2021 Workplan 2023 Outcome 05 National Statistics Office
2024		Government of Mongolia – UNICEF Programme of Cooperation 2017-2021 Workplan 2023 Outcome 06
2023		Government of Mongolia – UNICEF Programme of Cooperation 2017-2021 Workplan 2023 Outcome 06 Ministry of Culture
2023		Government of Mongolia – UNICEF Programme of Cooperation 2017-2021 Workplan 2023 Outcome 02 Ministry of Education
2023		Government of Mongolia – UNICEF Programme of Cooperation 2017-2021 Workplan 2023
2023		Government of Mongolia – UNICEF Programme of Cooperation 2017-2021 Workplan 2023 Outcomes 03 and 05 Ministry of Social Protection

ANNEX 4: LIST OF INTERVIEWS

Organization	Position	Interview carried on (UB time)
UNICEF HQ	Health Specialist	01-apr 11.00am
UNICEF HQ	Nutrition Specialist	
UNICEF HQ	ECD Specialist	
UNICEF HQ	Child Protection Specialist	09-apr 2.00pm
UNICEF HQ	Chief Social Policy	
UNICEF HQ	Adolescent and Gender Officer	26-mar 12.30pm
UNICEF HQ	Education Specialist	
UNICEF HQ	Programme Specialist (WASH and Climate Change)	26-mar 3.00pm
UNICEF HQ	Social and Behaviour Change Officer	26 mar 9.00am
UNICEF HQ	Country Representative	04-apr 4.00pm
UNICEF HQ	Deputy Representative	
UNICEF HQ	Deputy Representative Operations	
Government National Level	Senior specialist water and sanitation service policy department, Ministry of Construction and Urban Development	27-mar 2.00pm
Government National Level	Director of Administration department, Water Service Regulatory Committee	
Government National Level	Preschool education policy	27-mar 3.00pm
Government National Level	Head, Nutrition Department, National Center for Public Health	
Government National Level	Climate change policy and planning department, Ministry of Environment and Tourism	02-apr 11.00 am
Government National Level	Head, Social Welfare coordination and implementation department, Ministry of Labor and Social Protection	04-apr 10.00am
Government National Level	Advisor, Fiscal policy and planning department, Ministry of Finance	
Government National Level	Specialist, Training Research Information	28-mar 2.00pm
Government National Level	Senior Analyst, Ministry of Education and Science	
Government National Level	Vice-chairman, head of the MICS SC, National Statistical Office	28-mar 4.30pm
Other UN Agencies	Head of Office, UNFPA	02-apr 10.30am
Other UN Agencies	M&E Chair, Resident Coordinators' Office	04-apr 2.00pm
Private Sector	Mobicom	03-apr 3.30pm
Government Local Level	Education Department of Bayanzurch District	03-apr 9.00am
Government Local Level	Bayanzurkh Health Department	01-apr 4.00pm
Government Local Level	Bayanzurkh ECD Center (multidisciplinary team on health, WASH, social protection)	
Government Local Level	Tuv Province Governor's Office	02-apr 9.30am
Government Local Level		01-apr 3.00pm
Government Local Level		
Government Local Level		
Government Local Level	Long-life education officer, Education Department, Zavkhan Province	03-apr 11.00am

Government Local Level	Govi-Altai Health Department	09-apr 4.30pm
IPs/Academia Local Level	WASH Consultant of Zavkhan GO	03-apr 12.00pm
Government Local Level	Director of Govi-Altai AFCYD (Child Protection Focal Point)	10-apr 10.00am
UNICEF PME Staff	Statistics and Monitoring Specialist	04-apr 1.00pm
Ips/Academia National Level	MLPS, Lead of Department for Population Development, Social Protection and Social Study	04-apr 4.30pm
UNICEF Staff	Communication Specialist	12-mar 10am
UNICEF Staff	Partnerships Officer	
UNICEF PME Staff	PM&E Specialist	12-mar 8pm
Development partners	USAID	14-mar 1.00pm
Other UN Agencies	Resident Coordinators' Office	12-mar 2pm
Private Sector	Khan Bank	14-mar 2pm
Ips/Academia National Level	Mongolian Red Cross	15-mar 10am
Ips/Academia National Level	People in Need	
Ips/Academia National Level	Country Director, People in Need	
Ips/Academia National Level	Early Childhood Development Center – NGO	15-mar 2.00pm
UNICEF PM Staff	Regional Chief of Programme & Planning	22-mar 3.00pm

ANNEX 5: TERMS OF REFERENCE



Mongolia - CP Evaluability ass_ToR.p

Center for Evaluation and Development

C4ED

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68161 Mannheim, Germany

Email: info@c4ed.org

www.c4ed.org

Center for Evaluation
and Development