



Evaluation of the Country Programme of Co-operation between the Government of Uzbekistan and UNICEF 2010-2015

Final Inception Report

Prepared for //
UNICEF Uzbekistan

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By// Julia Betts and Gurcharan
Virdee

IOD PARC is the trading name of International
Organisation Development Ltd//

Omega Court
362 Cemetery Road
Sheffield
S11 8FT
United Kingdom

Tel: +44 (0) 114 267 3620
www.iodparc.com

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Acronyms

C4D	Communication For Development
CEE/CIS	Central and Eastern Europe/Commonwealth of Independent States
CP	Country Programme
CPD	Country Programme Document
CPAP	Country Programme Action Plan
CPE	Country Programme Evaluation
CRC	Committee on the Rights of the Child
GDI	Gender and Development Index
HDI	Human Development Index
IR	Intermediate Result
MDG	Millennium Development Goal
MIC	Middle Income Country
OR	Other Resources
PoC	Programme of Co-operation
PCR	Programme Component Results
RR	Regular Resources
ToR	Terms of Reference
UN	United Nations
UNAIDS	Joint United Nations Programme on HIV and AIDS
UNCT	United Nations Country Team
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Programme
UNODC	United Nations Office on Drugs and Crime
UNV	United Nations Volunteers Programme
WB	World Bank
WHO	World Health Organisation

1. Purpose and background to the Inception Report

This Inception Report provides the main framing document for UNICEF Uzbekistan Country Office's evaluation of its Country Programme 2010-2015. It sets out the context, purpose, objectives and scope of the evaluation; the conceptual and methodological approach which will be adopted; the specific methods which will be employed; and the timing, including key milestones, of the evaluation process. It also discussed the ethical safeguards and quality assurance processes to be applied.

This Inception Report has been undertaken on the basis of preliminary document review and initial discussions with UNICEF Uzbekistan. It has not yet benefited from either field level research or interviews with key in-country stakeholders, which will take place in a compressed timeframe immediately following this Inception phase.

2. Context of the evaluation

Uzbekistan is the third-largest of the 15 independent states that emerged from the breakup of the Soviet Union in 1991, with a population of 28.9 million in 2013.¹ It is the largest country in Central Asia, comprising 40% of the region's overall population, with its ethnic groups comprising Uzbeks (80%), Russians (5.5%), Tajiks (3%), Karakalpaks (2.5%), Tatars (1.5%) and others including ethnic Koreans (2.5%).²

Strategically located in Central Asia at the crossroads of the ancient Silk Road between China and Europe, Uzbekistan is one of only two double-landlocked countries in the world. It has considerable economic wealth, being the world's fifth-largest cotton producer and second-largest cotton exporter. It is also rich in natural resources such as gold, natural gas, oil, and minerals such as copper, uranium, lead and zinc.³

Uzbekistan has made major strides in its efforts towards economic growth, being reclassified in 2010 by the World Bank as a middle-income context. It has made progress at national level in many of the Millennium Development Goals (MDGs), e.g. in education and maternal health.⁴ However, the country continues to face many significant challenges. Despite increases in national-level economic growth, 16% of the population in 2011 remained under the poverty line.⁵ 75% of the national low-income population lives in rural areas.⁶ Uzbekistan's Human Development Index (HDI) value for 2013 is 0.661, positioning the country at 116 out of 187 countries and territories. The 2013 female HDI value for Uzbekistan is 0.637 in contrast with 0.674 for males, resulting in a Gender and Development Index (GDI) value of 0.945. In comparison, GDI values for Kyrgyzstan and Tajikistan are 0.976 and 0.952 respectively.⁷

Moreover, within the CEE/CIS region, transitions to middle-income status have often

¹ <https://www.cia.gov/library/publications/the-world-factbook/geos/uz.html>, cited by stat.uz, the country's official statistical body. There has been no census in Uzbekistan since the 1989 Soviet Census

² <http://worldpopulationreview.com/countries/uzbekistan-population>. There is some dispute about these figures, however, and it is possible that the number of Tajiks in Uzbekistan is considerably higher.

³ UN (2009) Uzbekistan Country Analysis 2010-2015

⁴ <http://www.uz.undp.org/content/uzbekistan/en/home/mdgoverview/>

⁵ <http://data.worldbank.org/country/uzbekistan>

⁶ <http://www.uz.undp.org/content/uzbekistan/en/home/mdgoverview/>

⁷ http://hdr.undp.org/sites/all/themes/hdr_theme/country-notes/UZB.pdf

resulted in widened social and economic disparities, in part due to weak mechanisms for wealth re-distribution. Whilst Uzbekistan's own policy frameworks emphasise inclusive growth, particularly through the narrowing of rural-urban gaps,⁸ inequalities in 2014 remain significant, with specific geographic and group-based socio-economic disparities comprising barriers to the realisation of children's rights.⁹ Social protection needs are widely acknowledged to require greater differentiation, and improved relevance to the needs of different groups and regions.¹⁰

The third and fourth Committee on the Rights of the Child (CRC) periodic report for Uzbekistan was reviewed in June 2013. In its concluding observations, the CRC Committee makes recommendations to Uzbekistan to continue to promote and strengthen efforts at all levels towards the realisation of Children's Rights. In particular, the Committee recommends the establishment or entrust an existing administrative body at the inter-ministerial level with a clear mandate and authority to coordinate all activities related to the implementation of the Convention. The Committee also urges Uzbekistan to continue to strengthen its efforts to develop a comprehensive system for collecting data affecting children's rights that should be disaggregated by age, sex, geographic locations, ethnicity and socio-economic backgrounds. The recommended areas of data-driven analysis focuses attention on the most vulnerable, disadvantaged and marginalised children.

Finally, other factors also render the country a highly challenging environment for international co-operation. Isolationist economic policies have largely distanced the country from global economic forces. Governance issues present particular barriers, with the complex political structure, and sensitive political context limiting scope for discourse on human rights issues.¹¹ Corruption remains a major concern for donors and international financial institutions.¹² Instances of unrest among the population, and a history of violent government crackdowns, have led to concerns about instability, and to the country being characterised as having 'all the features of Central Asia's crisis of governance, often taken to the extreme.'¹³

Box 1: The challenging human rights environment of Uzbekistan

Corruption Perception Index: 172/178 (2010)
 Political rights (1 = most free, 7 = least free): 7 (2011)
 Civil liberties (1 = most free, 7 = least free): 7 (2011)
 Press freedom: 191/196 (2011) 14

⁸ E.g. Government of Uzbekistan, Welfare Improvement Strategy 2013-2015

⁹ Official data shows that the divide between the most deprived and the richest areas of the country can be as high as 7 times, if considering poverty rates in the Republic of Karakalpakstan (RoK) and Tashkent city. UNICEF Annual Report for Uzbekistan 2012. The agency's 2013 Annual Report for the country identifies children from remote rural locations, children with disabilities, children in institutions, and children from low-income families as particularly vulnerable to socio-economic changes.

¹⁰ See e.g. <http://www.adb.org/sites/default/files/pub/2014/UZB.pdf>

¹¹ <http://www.hrw.org/world-report/2014/country-chapters/uzbekistan>

¹² See for example the World Bank's Country Assistance Strategy for Uzbekistan 2012-2015

¹³ See Shishkin, A (2012) Central Asia's Crisis of Governance

http://asiasociety.org/files/pdf/120215_central_asia_crisis_governance.pdf

¹⁴ Sources: CIA World Factbook; World Bank (GDP data); Transparency International; Freedom House.

National strategies and frameworks: The main policy framework setting the direction for economic and social development in Uzbekistan is currently the Welfare Improvement Strategy 2013-2015. A range of other laws and frameworks have been adopted during the period 2010-2014 which are relevant to UNICEF's programming in Uzbekistan. The preparation of some of these has been actively supported by UNICEF. They include:

- National Plan of Action on Child Wellbeing 2011-2013, and corresponding Regional Action Plans
- Decision of the Cabinet of Ministers on Additional Measures to Improve the Education of Children, a Health and Harmoniously Developed Generation (2011);
- Education Sector Plan (2013-2017)
- Multiyear immunization plan 2011-2015
- Law on Guardianship and Trusteeship (SPON), final draft in 2012;
- Order of the Cabinet of Ministers on establishment of the Expert Working Group and development of a State Programme on De-Institutionalization (November 2012).

UNDAF: The UNDAF 2010-2015 includes for broad Outcome areas: economic well-being; social services; environment and governance. It includes a particular emphasis on evidence-based policymaking, given the wider paucity of reliable statistical indicators and data across the country. UNICEF's CP actively contributes to all four Outcome areas, but particularly to Outcome 2 on improved social services.

3 UNICEF's Country Programme in Uzbekistan

With a mainly young and rural population profile - with children younger than age 5 comprising 1 in 10 people, and youth under age 24 accounting for more than half the population¹⁵ - UNICEF has a particularly strong rationale for intervention in Uzbekistan.¹⁶

Its 2010-2015 Country Programme Document (CPD) for Uzbekistan was finalised in 2009, and approved at the Executive Board Sessions of September 2009. Based on the CPD a new Country Programme Action Plan (CPAP) 2010-2015 was developed and agreed between the Cabinet of Ministers of Uzbekistan and UNICEF. The focus of the CPAP is on supporting the Government of Uzbekistan in achievement of the Millennium Development Goals by 2015.

3.1 Programme evolution

The Original CPD was developed following UNICEF's 2009 Simplified Programming Guidance. It aimed to contribute to achieving three Programme Component Results (PCRs) and related Intermediate Results (IRs), which themselves essentially form programmatic interventions. As follows:

Table 1: Intended results of the CP

¹⁵ <http://worldpopulationreview.com/countries/uzbekistan-population>

¹⁶ http://www.unicef.org/about/who/index_mission.html

PCR 1. By the end of 2015, children and mothers benefit from quality and increasingly inclusive social services for children.
IR 1.1 By 2015, the health system provides quality services for mothers and children in line with adopted legislative and normative frameworks aligned with international standards
IR 1.2 By 2015, the education system provides quality and increasingly inclusive services for children in line with the adopted legislative and normative frameworks aligned with the latest achievements of the world's science and economy.
IR 1.3 By 2015, the system of Social Protection of Children provides preventive, protective and alternative services in selected areas in line with international standards
PCR 2. By the end of 2015, the country fulfils the remaining observations of the CRC on child rights monitoring, evidence generation and resources for children.
IR 2.1 By 2015, national social protection and public finance systems adopt equity-focused, child-sensitive policies and practices.
IR 2.2 By 2015, national and regional governments, civil service training institutions and NGOs partner and effectively contribute to strengthen child rights system for integrated implementation and monitoring
PCR 3. Programme cross-sectorial.
IR 3.1. By 2015 research-based advocacy, partnership and C4D strategies enable children, mothers and youth, especially the most disadvantaged, to access improved and inclusive social services, practise positive behaviours and realise their rights in a supportive and caring environment.
IR 3.2. Throughout the Country Programme Cycle, the cross-sectoral M&E framework constantly adapts to the changing needs and informs CO's evidence- and result-based planning and programming with HRBA

However, emerging issues identified during the Inception Phase indicate that two major shifts have occurred during implementation of the CP. These are:

- Firstly, the classification of Uzbekistan as a middle-income country (MIC). Effects here include: changing beneficiary needs – with issues of equity and social exclusion coming to the fore; changing funding patterns from donor agencies; and changing roles of development actors, including the UN, in MIC settings.
- Secondly, UNICEF globally undertook a renewed institutional commitment towards promoting the fulfilment of child rights with an equitable approach, subsequently reflected in its Strategic Plan 2014-2017.

Consequently, UNICEF's own country programme in Uzbekistan has needed to adapt. With vulnerability and the addressing of equity gaps coming to the fore, issues such as social inclusion and social protection, capacity development, gender equality and environmental sustainability have needed to be prioritised. The CP has accordingly been implemented through a mix of strategies selected and gradually modified taking into account the evolving

context and needs as well as UNICEF's comparative advantage. The main strategies utilized are:

- service delivery
- capacity development
- knowledge management
- evidence-based policy dialogue and advocacy
- communication for development (C4D)
- strategic partnerships
- cross-sectoral linkages
- human rights based approach (HRBA) to programming including equity/gender

Modalities have also needed to adapt, from the sort of service delivery models more appropriate for low-income contexts to a more diversified package, including policy advocacy (including an emphasis on evidence-based policymaking), a focus on evidence-based policymaking, and knowledge management/communication.

3.2 *Intended reach*

Neither the CPD, the CPAP, nor e.g. annual Country Reports or the Mid Term Review of the CP, provide a clear statement of the intended aggregate number of beneficiaries of the CP or of its intended geographical reach or geographical densities of activities. However, according to information supplied by the commissioning team,¹⁷ programmatic activities are taking place in all 14 of Uzbekistan's regions, though to different scopes and densities (see Annex 2). A key issue for the evaluation will be the clarification and mapping of these scopes and densities.

3.3 *Resourcing*

The intended resourcing of the PoC, as set out in the CPAP, was as follows:

Table 2: intended resourcing of the CP

Programmes	Regular Resources (US\$)	Other Resources (US\$)	Total (US\$)
Improvement of quality of basic services	10,734	17,400	28,134
Strengthening national capacity for policy development and implementation	6,990	4,500	11,490
Cross-sectoral	2,010	600	2610
TOTAL	19,734	22,500	42,234

¹⁷ Email of 3/9/14

The Mid Term Review (MTR) of 2013 cites funding received and disbursed as follows:

Table 3: Funds approved, received and spent as of April 2013¹⁸

	Total (US\$)	RR (US\$)	OR (US\$)
2010-2015 (approved)	42,234,000	19,734,000	22,500,000
2010-2013 (received)	30,974,337	12,975,918	17,998,419
Spent as of April 2013	24,123,988	12,106,316	12,017,164

Other Resources (OR): Changing donor funding patterns for Middle Income Countries (MICs) have also affected the CP, with heavy reliance on a more limited number of donors. For example, EU funding for maternal and child health has constituted 43% of the total budget of the CPAP in 2013.¹⁹ Funding from UNICEF HQ and Regional Office provided 57% of OR.²⁰

With ongoing consideration of the role of UNICEF in MICs, restricting dependency on OR and making optimal use of core resources is considered key.²¹ The most recent Country Office annual report (2013) signals that a total of \$15, 460,000 of OR had been raised by the end of 2013, with the ceiling of \$22,500,000 likely to be reached by the end of the programme period.

Regular Resources (RR): Regular resources accounted for a 41.9% of the funding 2010-2013. The distribution between the IR areas as of April 2013 was as follows:

Table 4: Allocation of regular resources to intermediate results as of 2013²²

	2010	2011	2012	2013	Total
PCR 1	1,775,140	1,843,358	1,722,684	940,579	6,281,761
IR 1.1	763,100	757,794	627,911	446,011	2,594,816
IR 1.2	606,240	649,170	731,689	364,926	2,352,025
IR 1.3	405,800	436,394	363,084	129,642	1,334,920
PCR 2	579,517	866,676	794,901	637,300	2,878,394
IR 2.1	446,974	556,446	595,378	553,278	2,152,076
IR 2.2	132,543	310,230	199,523	84,022	726,318
Cross-sectoral*	781,388	697,410	749,233	718,130	2,228,031
Communication	109,760	172,810	395,859	398,815	1,077,244
M&E	0	0	60,902	20,700	81,602

¹⁸ Source: Mid Term Review

¹⁹ Mid term Review of the Programme of Co-operation.

²⁰ Mid Term Review (op. cit).

²¹ UNICEF CEE/CIS Framework for Transformation – June 2012 Global Management Team discussion on engaging in MICs

²² Source; Mid Term Review

Cross-sectoral Support	671,628	524,600	292,472	298,613	1,787,313
TOTAL	3,136,045	3,407,444	3,266,818	2,296,009	12,106,316

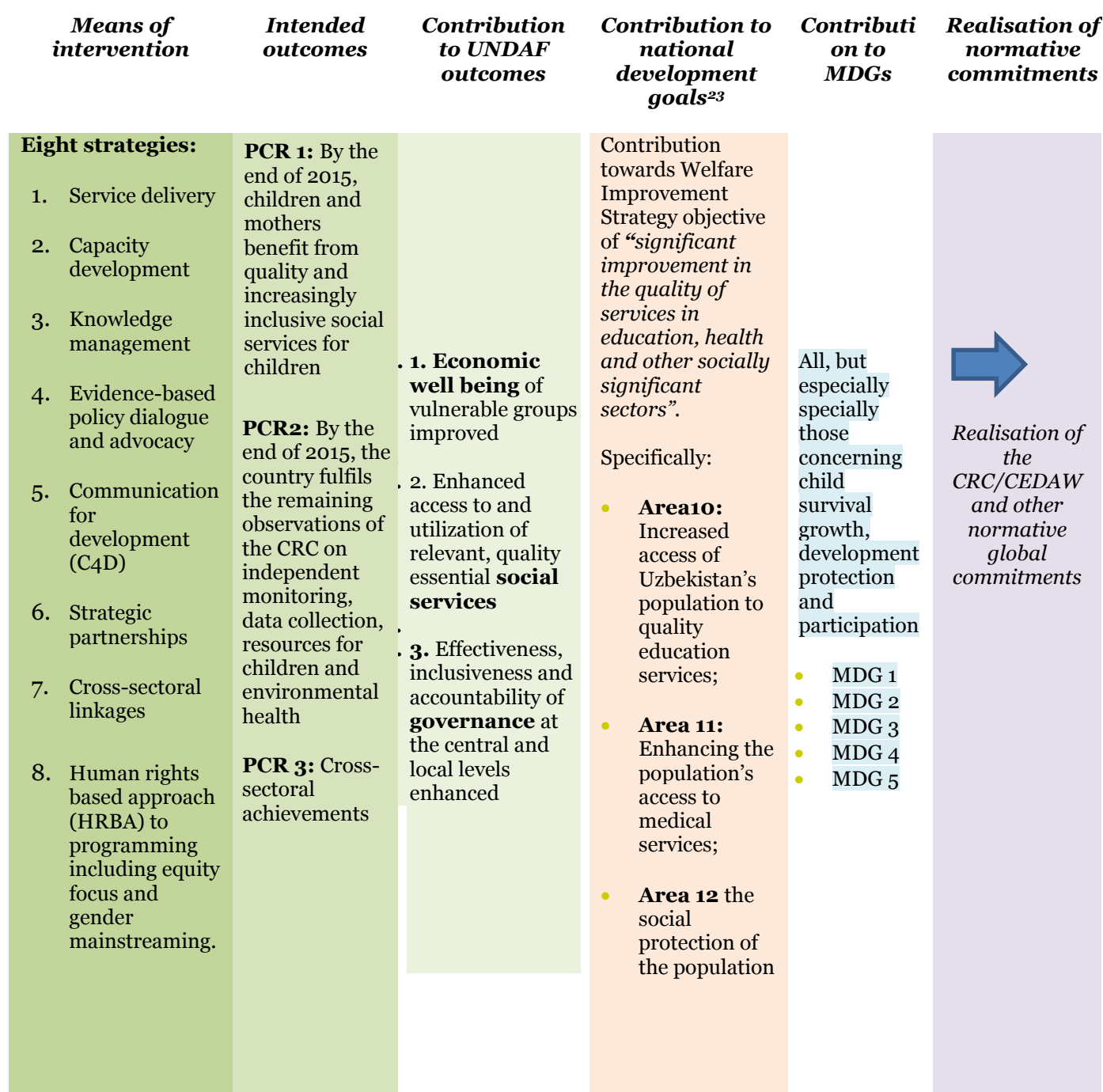
3.4 Logic model/theory of change

No overarching logic model of theory of change is available within either the CP or the CPD. However, individual ‘theories of change’ were developed for each of the eight strategies though these are not fully extrapolated (being in most cases simply a background rationale and some key intended results). Also, in some cases this took place retrospectively to strategy design. These can be found at Annex 2.

However, the following draft indicative Theory of Change has been developed by the evaluation team to provide a broad framework for assessment for this evaluation, below:

Figure 1: Indicative logic model

Figure 1: Indicative Logic Model



²³ Government of Uzbekistan: Welfare Improvement Strategy 2013-2015

4. Evaluation object, purpose and scope

Consequently, the **object** of this evaluation is UNICEF's 2010-2014 Programme of Co-operation with the Government of Uzbekistan, as viewed through the lens of a limited set of specific strategies (below).

The **purpose** of the evaluation, as set out in its Terms of Reference (ToR) at Annex 1, is to *'critically assess the strategies applied [in the Country Programme] and identify lessons learned in order to accelerate the achievement of equitable and sustained outcomes for the most vulnerable children in a new Country Programme for 2016-2020.'*

Its specific **objectives** are to:

1. Assess the relevance, effectiveness, efficiency, sustainability, coherence and, to the extent possible, impact of the strategies adopted to achieve the Country Programme's results
2. Identify and document lessons learned in relation to type, combination and way of implementation of the strategies, considering the country context and UNICEF's comparative advantage
3. Provide recommendations and guide the strategic planning for the next program cycle, based on the lessons learned and successes of the current CP.

The Country Programme Evaluation (CPE) therefore has an accountability intent through its first objective. However, its second and third objectives – and discussions with the commissioning team – indicate that the weight of its intent is on learning: and specifically, to inform the design of the new Programme of Co-operation between UNICEF and the Government of Uzbekistan, which is being undertaken concurrently with, and beyond, the CPE.

Scope of the evaluation

The scope of the evaluation has undergone some negotiation with UNICEF, since its original intentions as set out in the ToR were not commensurate with the available resourcing. These discussions intersected with those on objectives and intent, above.

Building on the above, and explained more specifically below, this CPE has a number of key features which define its scope. As follows:

- *Limited in nature* – due to resource constraints, the CPE cannot be fully comprehensive. Rather than reviewing all eight strategies/interventions, it will focus on the CP mainly as viewed through the lens of four specific strategies, with attention to three overarching questions at the CP level, below
- *Focused primarily on learning*, for the reasons explained above
- *Focused on the strategy level*, rather than the overall CP level – this is a choice made by the Country Office also in relation to the envisaged utility of the CPE
- *Focused on substantive programming* – the CPE does not encompass an institutional analysis of the UNICEF Country Office, e.g. its staffing/management structures etc, though it may address such issues as explanatory factors, e.g. staff turnover.

The paragraphs below explain the rationale behind this scope.

The ToR specifies that the scope of the evaluation is the full eight strategies applied across the Country Programme, as applied in specific programme areas. It also specifies that the

timeframe of the evaluation is the full duration of the Country Programme, namely 2010-2014, and that the evaluation should encompass both the national and local levels. Moreover, the ToR sets out 23 evaluation questions, grouped under six evaluation criteria (those set out under Objective 1, above), with the request that these be applied to each of the eight individual strategy areas.

However, the resourcing available is not commensurate with this degree of coverage – e.g. 11 working days in total available for desk review of the eight strategy areas (5 working days for both evaluators as per original technical proposal, plus 6 working days for both evaluators as per agreement with UNICEF during the inception phase). Discussions with UNICEF have therefore resulted in an agreed narrowed scope for the evaluation:

An initial proposal of narrowing the evaluation questions and applying these to the portfolio level, with selective sampling at strategy level as appropriate, is not considered suitable by UNICEF, given the strong learning and utility (the strategic planning process for the next PoC, above) drivers for the evaluation.

Instead, UNICEF would like the ‘*evaluative lens*’ to be trained most closely on the strategy level, since this will generate maximum insight and value for the forthcoming strategic planning process. The balance of effort will therefore be placed here. Findings and conclusions from strategy level will then be aggregated up to generate findings and conclusions at portfolio (Country Programme) level.

Given this desired emphasis, the risks of ensuring sufficient depth of coverage are significant, given the constrained resourcing. It has been agreed therefore that strategies will be selectively sampled, with four out of eight receiving deeper treatment, and four receiving light-touch treatment, as follows:

Table 5: Evaluation scope

Deeper treatment ²⁴	Light touch treatment
Capacity Development <ul style="list-style-type: none"> • Building capacity of civil society for Child Rights Monitoring (CRM) • Child Friendly Schools (CFS) and Quality Basic Education (QBE) • Disaster Preparedness and Risk Reduction (DPRR) • Justice for Children 	Service delivery <ul style="list-style-type: none"> • Immunization
Evidence Based Policy Dialogue and Advocacy <ul style="list-style-type: none"> • Quality of Mother and Child Health Services • Social allowances • Child Labour 	Knowledge Management
C4D <ul style="list-style-type: none"> • Hygiene Championship Initiative • ECE • Inclusive Education 	Partnerships

²⁴ ‘In depth’ treatment is however also limited to the resourcing available, namely 2 days per strategy area plus data to be generated from field missions.

Cross-sectoral linkages <ul style="list-style-type: none"> • Child Care Reform • Presence at sub-national level 	
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The eighth ‘strategy’, Human Rights Based Approaches (HRBAs), including gender equity, is an extremely important issue for UNICEF, and will be treated as a cross-cutting theme throughout as well as being addressed at higher level, below.

Additionally, analysis against three questions at CP level has been agreed as key for this CPE:

1. The relevance of UNICEF’s portfolio/interventions in a context of transition.
2. HRBAs, including equity and gender issues, and their application within programming.
3. Results (effectiveness).

UNICEF require the evaluation to consider an implications question: namely, if UNICEF’s core budget were reduced to two-thirds of its current level going forward, what should be the areas of priority (this intersects with the relevance issue of UNICEF’s role in a MIC context). This will be treated as a Conclusions/Implications question.

Limits to the scope of the evaluation include those specified above: namely, resourcing restrictions which limit the ability to conduct full assessment across all 8 strategy areas; limited emphasis feasible at CP level; and limited field mission time. Finally, the evaluation design does not claim to represent, as for example a large-scale field-based survey might do, the perceptions of the beneficiaries of UNICEF’s programming fully and completely. Finally, this CPE does not seek to undertake detailed institutional analysis of the UNICEF Country Office, namely its staffing, management structures etc, which lie beyond its scope.

5. Stakeholder analysis

A range of stakeholders have interest in, and influence on, UNICEF’s operations in Uzbekistan. These are set out in broad terms in the Terms of Reference.

The diagram below summarises some of the main groups of respective stakeholders with *interests in* UNICEF programming in Uzbekistan, and *influence on/ importance for* UNICEF and its operations. They consequently present the main audiences for this evaluation. As follows:

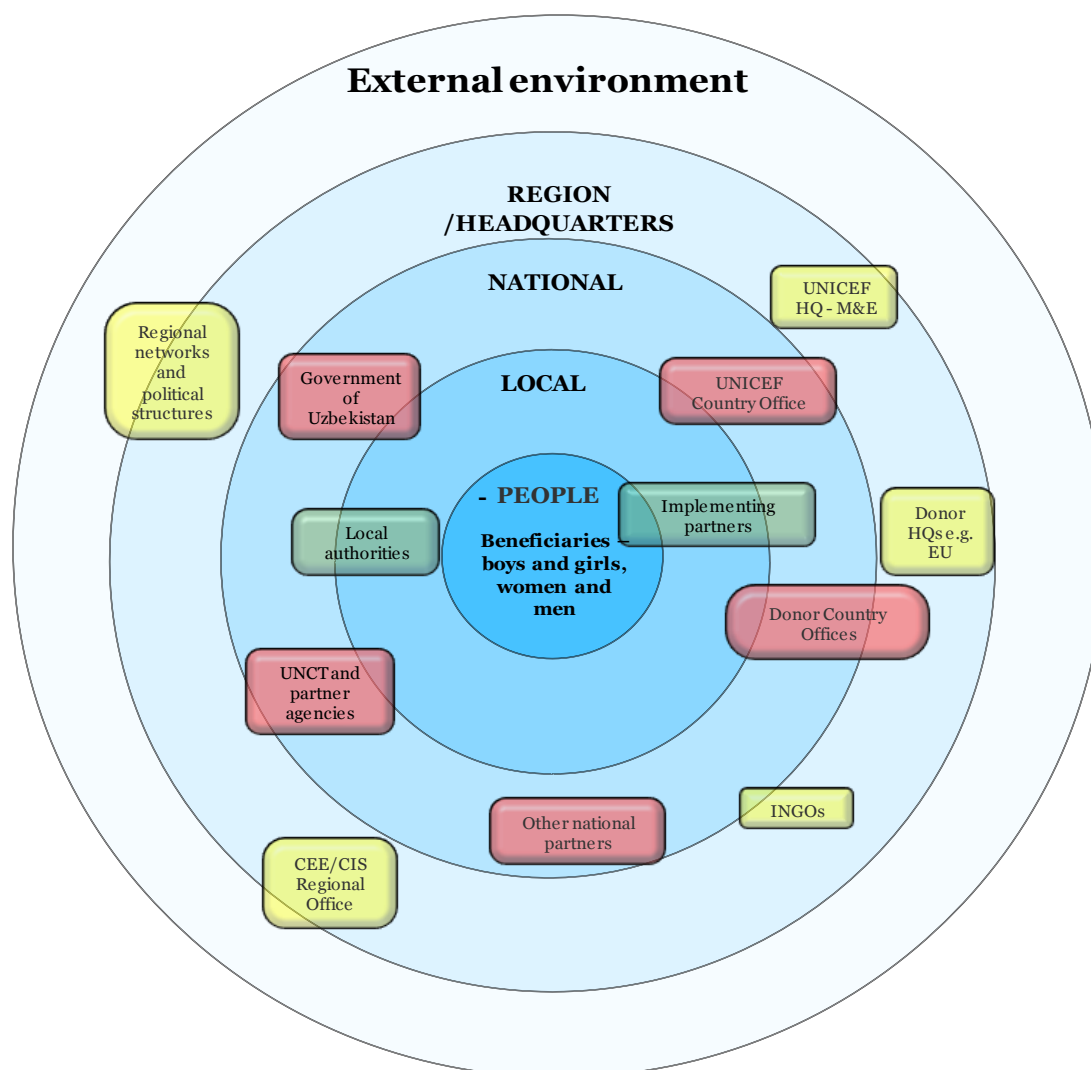


Figure 2: Key stakeholders

Some of these groups' specific **interests and stakes** in UNICEF interventions and the evaluation as identified during this initial Inception phase are as follows:

- Firstly, and primarily, the **beneficiaries of UNICEF strategies**, which include boys and girls, women and men in different regions of Uzbekistan. The evaluation, while it is unlikely to be of direct and immediate concern to these beneficiaries, provides ultimately the main focus of this evaluation.
- For **UNICEF corporately** interests and stakes orient around operations in Uzbekistan and this evaluation include: UNICEF's ownership of a major CP in a geopolitically and strategically important country; UNICEF's political positioning in a challenging governance environment; and the wider implications and findings of this evaluation for UNICEF's role in a transitioning/middle income context.

- **The UNICEF Uzbekistan office** is a primary site of interest for this evaluation, with its ownership of the evaluation reflecting this. It is important to note that the evaluation is not one of the UNICEF Country Office itself, but rather of the decisions and choices made by it within selected strategies, as influenced by the external and internal context at the time.
- For **partner UN agencies** including the UNCT and the UN's representatives in Uzbekistan (UNDP, UNFPA, UNAIDS, UNDP (also on behalf of UNV), UNESCO, UNFPA, UNICEF, UNODC (regional office) and WHO, plus affiliated agencies such as the World Bank. Non-resident United Nations Agencies include UNIDO, FAO, ILO, UNIFEM, UNEP, UNECE and UNHCR.)²⁵ Interests include the contribution of UNICEF results to wider UNDAF commitments and intended outcomes: and the wider role of the UN in MICs. They also have an interest in UNICEF's contribution to UN system-wide efforts on the realisation of child rights, and wider human rights commitments including gender.
- For **the Government of Uzbekistan**, their interest and stake in the evaluation relates to UNICEF's commitments to support in realising children's rights, particularly for the most vulnerable. Whilst for this evaluation, learning is the key aim, there is also the dimension of holding UNICEF to account for the resources and interventions provided. Most critically, however, the evaluation aims to inform the future Programme of Co-operation between the Government and UNICEF.
- For **Implementing partners** such as NGOs (International, national, local), interests in the evaluation relate mainly to their strategic and operational relationships with UNICEF, and particularly the implications of its findings for any future Programme of Co-operation. Implementing partners may also be interested in the extent to which UNICEF's commitments to human rights and gender equality have been realised.

6. Expected audience and uses

Consequently, key **audiences** for the evaluation are the Government of Uzbekistan and UNICEF, who will use the evaluation to inform the design of the new Programme of Co-operation 2016-2020, as above. Other relevant actors include national authorities at regional level, other UN agencies, and the UN Country Team, key donors, specifically the European Union and others, and Implementing Partners including Civil Society Organisations/Non-Governmental Organisations.

Expected **uses** of this evaluation include: informing UNICEF and Government of Uzbekistan's choices and design for the next Programme of Co-operation: supporting UNICEF's corporate reporting and accountability on its achievements in Uzbekistan: and providing the Country Office with a platform of lessons learned on which to build its future strategies and interventions.

²⁵ UNDAF 2010-2015

7. Evaluation criteria and questions

7.1 Evaluation criteria

The following evaluation criteria will be applied. They have been selected as a) the standard international criteria for development evaluation, as reflected in UNEG standards, to which UNICEF adheres, b) appropriately geared to the Purpose and Objectives of the evaluation, as set out above, and c) appropriate for the learning emphasis of the study, above. Coherence, whilst a humanitarian criteria, is important for this evaluation because of UNICEF's programming emphasis on inter-sectoral working and its efforts to join up initiatives at local level. Coverage, Co-ordination, and Protection, as explicitly humanitarian criteria, are not considered appropriate here.²⁶

Given likely data shortcomings, below, impact is not considered feasible to address, though efforts to identify impact at strategy level will be made where feasible.

Table 6: Evaluation criteria

Relevance	The relevance of the CP and associated strategies to the normative and operational environment and the needs of its target beneficiaries
Effectiveness	The extent to which the results intended by the CP/associated strategies have been realised, and whether a contribution has been demonstrated towards those which could have been reasonably expected
Efficiency	The evaluation will not present a 'value for money' or full efficiency analysis, but will comment on the resource allocations under the CP/associated strategies and their deployment relative to the results generated
Impact	It is likely to be unfeasible to robustly assess impact given the paucity of results data. However, some reasonable measure of <i>plausible contribution</i> to results should be feasible applying a systematic approach.
Sustainability	Dimensions of sustainability to be assessed will include: efforts to embed a child rights / human rights perspective within national systems and structures including accountability frameworks; the absorption UNICEF initiatives by national stakeholders; and efforts to increase national or Implementing partner capacity for the realisation of child rights.
Coherence	The extent to which UNICEF's operational work in Uzbekistan has taken wider UN policies and commitments on child rights, including those of the CRC, into account, and has embedded a human rights based approach

7.2 Evaluation questions

A proposed set of evaluation questions, to be applied for the four in-depth strategy areas and aligned to the evaluation criteria above, has been developed by UNICEF. These were refined at proposal stage. The feasibility of the refined set of questions is yet to be tested through

²⁶ See Evaluating Humanitarian Action using OECD DAC Criteria: An ALNAP Guide for Humanitarian Agencies ALNAP (2006)

desk review analysis, but in the first instance, evidence will be sought against them in full.²⁷ As follows:

Relevance

- Is the adopted strategy the most relevant to achieve the expected results in the concerned programme areas? (Are we using the right strategy?)
- To what extent is the strategy linked with others so that they form a synergetic set that is relevant to achieve programme results, especially for the most vulnerable?
- To what extent is the strategy relevant for and aligned with the needs of national stakeholders, especially the most vulnerable groups?
- To what extent did the original intervention/strategy evolve and transform into other strategies in the concerned programme areas? To what extent was this evolution relevant?
- To what extent was the intervention/strategy implemented in partnership with the relevant stakeholders? And at the right level (local, national)?

Effectiveness

- To what extent has the strategy contributed to achieving (or not) the expected outcome and output level results in the concerned programme areas?
- To what extent has the strategy contributed to reducing bottlenecks and barriers that determine equity gaps affecting vulnerable children?
- To what extent was the strategy more (or less) effective due to the synergies with other strategies it was combined with in the framework of the CP?
- What were the factors that promoted/hindered effectiveness of the strategy?

Efficiency

- To what extent is the strategy cost-efficient? Could the same results have been achieved using different strategies (or set of strategies) and less resources?

Sustainability

- What are the opportunities for and risks to the sustainability of the strategy in the short and long term?
- Did the strategy contribute to promote ownership over the different programme areas and correspondent results by national stakeholders?
- Did the intervention/strategy lead to improvement in the allocation and use of resources in the concerned area?

Impact

- To what extent has the intervention/strategy contributed to reducing the equity gaps in the correspondent programme area in favour of the most vulnerable children?

Application of HRBAs (including equity and gender mainstreaming)

- To what extent has the HRBA (and the equity focus and gender mainstreaming) been applied across all the concerned programme areas?

²⁷ Although the commissioning team made efforts to reduce the scope of the questions by applying them selectively to key interventions, the evaluation team are concerned that this risks biasing the evaluation. They will consequently be uniformly applied

Coherence

- To what extent are the different strategies applied in the same sub-national location (in the different programme areas) coherently linked to each other?
- To what extent does the choice of partners and locations for implementing the strategy facilitate an approach that is coherent with the HRBA, the focus on the most vulnerable as well as with effectiveness, efficiency and sustainability?
- To what extent is the intervention/strategy applied in a way that facilitates synergies and avoids overlaps and incoherencies with the strategies applied by other development partners?

8. Methodological approach

8.1 Limitations to evaluability

As a complex CPE, taking place in a highly challenging external environment and amid a process of transition towards middle income status, the study faces a number of potential – though manageable - limitations to evaluability. The four main ones are:

1. Firstly, neither the CP nor the CPAP contain a **clear or explicit Theory of Change** or intervention logic for UNICEF's strategic positioning or choices in Uzbekistan. It does, however, contain a hierarchy of different statements of intent, and a number of implicit interconnections.
2. Secondly, and critically, the evaluation faces significant **data paucity** on a range of fronts. The ToRs are explicit on this, as is for example the UNDAF. Combined with resource limitations, this presents considerable challenges to capture information required to comprehensively address the evaluation criteria and to provide strategic insights on the way forward for the successor Country Programme.
3. Thirdly, as mentioned, the **external environment is challenging**, with governance and political issues providing major mediating factors on UNICEF's strategic positioning and relationships in Uzbekistan.
4. Fourthly, and also related to context, the **context of transition** is a challenging one for assessing both relevance and effectiveness, given that intervention designs in their original format are likely to have been implemented on rapidly-shifting ground.

Not a limit to evaluability, but an expectation to be managed, is the scale and scope of the evaluation. As mentioned, resourcing constraints severely constrict the time available, and UNICEF's choice for best use of the available resources has been to train the lens on the level of the strategy. Necessarily, therefore, trade-offs are required in terms of the depth of analysis that can be undertaken at portfolio/Country Programme level. Operational staff, being closely attached to their respective strategies and interventions, will need to be clear on this, and UNICEF management will also need to be clear on the degree of strategic-level insight that can be provided.

These challenges and expectations, whilst challenging, can be managed – and indeed will need to be, if the evaluation is to ensure validity, and therefore credibility. The following sections explain how they will be tackled.

8.2 Conceptual approach

To support evaluability above, and to ensure that the evaluation reflects recent thinking on Policy and strategy evaluations,²⁸ the following principles will be adopted by the study:

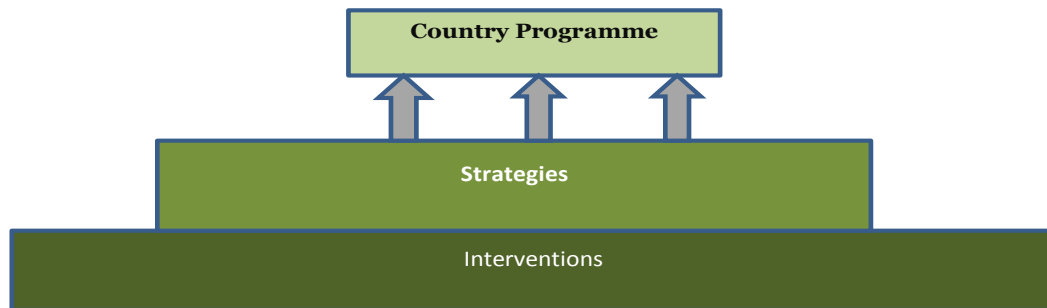
- i. Recognising that evaluating Country Programmes, particularly in shifting contexts such as Uzbekistan, requires a **focus on alignment** – of strategies with the wider normative context (in this case the CRC, CEDAW and other related human rights instruments) with wider relevant international discourses and priorities (such as the roles of development actors in middle-income contexts; the results agenda; and development effectiveness commitments); and with key features, commitments and capacities of UNICEF as the host organisation.
- ii. Accepting a need for an **explicit underlying theoretical basis** – here the (implicit) theory on which the 2010-2015 PoC was based and associated strategies - against which performance can be assessed
- iii. Understanding that evaluating strategies, even where these operate discretely under the wider framework of the CPAP/CP requires an **understanding of the culture of the organisation**, including the drivers, incentives and barriers to programming – particularly for a decentralised organisation such as UNICEF – as well as leadership and decision-making approaches and styles.
- iv. Recognising that a development strategy and its associated interventions **do not operate in a vacuum** but are embedded in, and dependent for implementation on, the set of organisational structures, and ‘rules’ that surround it, which can be found partly at Country Office and partly at corporate level
- v. Understanding that strategies or interventions are not just contributors to, or a litmus test for, accountability, but are also **key sources of advice and information** for future PoC/strategy/intervention design.
- vi. Locating internal capacities as a central factor in shaping and implementing development strategies/interventions - including staff experience and turnover; the deployment of additional technical expertise where appropriate and in a timely manner; the balance of local vs international staff, and at what level.

8.3 Lens to be applied

As cited above, the main lens of the evaluation will be applied at strategy level, in keeping with the learning aim of the evaluation, and to support its forthcoming decision-making on the successor PoC.

Figure 3: Lens of the evaluation

²⁸ See for example Patrizi and Quinn Patton (2012) Evaluating Strategy



8.4 Operationalising the evaluation

To operationalize these principles, and the evaluation criteria and questions above, a **theory-based approach**²⁹ will be adopted. This is appropriate for complex programmes of co-operation, particularly where they operate in complex external environments, such as Uzbekistan, since it recognises that development programmes and projects are complex, and also operate in varied and sometimes volatile environments.

The evaluation will apply a theory-based approach in two ways. Firstly, while a full theory of change or intervention logic, as stated, is not available within the PoC, the evaluation team have developed the **indicative logic model**, presented above. This has tried to extract the implicit logic which underlies the 2010-2015 CP and associated CPAP, which will be tested through the evaluation.

Testing the logic model will take place through analysis of the four identified strategies. This will include identifying any **gaps in the upwards logic of the CP/CPAP**. These include for example:

- That the intended results of the CP/CPAP, as reflected in the four strategies, would lead to sustainable improvements in the realisation of child rights, particularly the most vulnerable, who are the beneficiaries of UNICEF support
- That implementing the CP/CPAP's four strategies would automatically lead to the realisation of its intended outcomes
- That fully-funded strategies would automatically lead to the intended results

Additionally, assessing the **assumptions and risks** that may well affect causality / undermine the change process. These will be explored through the evaluation, and specifically at strategy level. Identified assumptions and risks include:

- That stability in the external environment continues and no major political or governance risks arise
- That sufficient political will exists within the Government of Uzbekistan to support implementation of the CP and associated strategies

²⁹ See e.g. Stern 2009

- That resources would be available for the implementation of the CPAP and its associated strategies within the intended timeframe
- That a sufficient analytical base exists centrally or at operational level within UNICEF to ensure contextually-appropriate strategies and interventions

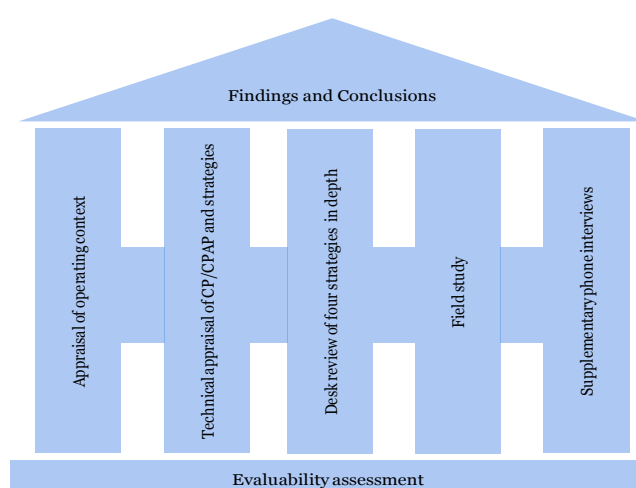
Secondly, the evaluation will emphasise the role of *context* in mediating UNICEF's achievement of results, and the effects of context in determining the nature and level of these. Results will be sought at strategy level in particular, to complement the reflection of results (where available) within CP/CPAP level data.

8.5 Building the evidence base

The evidence base of the study, applying both the conceptual approach above and the guidance of the Terms of Reference, is based on evidence from four main strategies; light touch treatment of four others; and some limited information at CP/CPAP level, below. Bringing these together shows how the CP/CPAP will be assessed, with a view to generating maximum learning.

Evidence will be generated through a fully systematic approach. The figure below sets out the five **pillars of evidence**, as they will be available for analysis, and sampling / selection criteria for them.

Figure 4: Components of the Evidence



The following matrix expands the diagram above, setting out the evidence matrix in terms of the content of each evidence pillar, selection/sampling to be applied, and the rationale for its inclusion.

Table 7: Evidence matrix

Criterion	Pillar Content	Selection / sample	Rationale
Relevance	Appraisal of external operating context	Analysis of key documentation including: UNDAF CP/CPAP 2008 UNCT Country Analysis Key national strategies and documents e.g. the WIS Key informant interviews including government and civil society representatives, national UNICEF staff, international UNICEF staff with significant in-country experience, donors and representatives of partner UN agencies	a) Understanding the contextual thinking behind the planning and design process of the CP and associated strategies is key to understanding the rationale for design, the logic model and the anticipated results b) Since results are mediated by context, the key contextual factors affecting results need to be identified, extracted and explored
Relevance	Technical appraisal of CP/CPAP and strategies <i>Purpose: to assess the alignment of the CP and four strategies with capacity for their implementation; and to assess the extent to which commitments have been implemented.</i>	Four strategies, selected by criteria of a) expenditure b) strategic priority and c) lesson-learning (both positive and negative). These are: <ul style="list-style-type: none"> • Capacity Development • Evidence Based Policy Dialogue and Advocacy • C4D • Cross Sectoral Linkages 	c) Resources do not permit a fully comprehensive analysis of each of the 8 strategies against the full set of evaluation questions – therefore these will be applied selectively, to a sample, given UNICEF's desire to maintain a strategy-level analytical lens d) UNICEF has many interventions in Uzbekistan, but those identified are all core to its operations and management priorities; and constitute those from which greatest lessons – both positive and negative – can be learned.
All	Desk study	A set of 12 interventions, selected on the basis of the criteria above. These are:	Although scope for desk review is limited, systematic analysis of a representative set

	<i>Purpose: to systematically analyse key selected strategies and interventions against evaluation questions identified, and to extract findings which can be aggregated to generate relevant and useful lessons which inform the design of the next Programme of Co-operation.</i>	Capacity Development	<ul style="list-style-type: none"> • Building capacity of civil society for Child Rights Monitoring (CRM) • Child Friendly Schools (CFS) and Quality Basic Education (QBE) • Disaster Preparedness and Risk Reduction (DPRR) • Justice for Children 	of interventions will both inform findings against evaluation questions and provide a platform of evidence on which to base field study.
		Evidence Based Policy Dialogue and Advocacy	<ul style="list-style-type: none"> • Quality of Mother and Child Health Services • Social allowances • Child Labour 	
		C4D	<ul style="list-style-type: none"> • Hygiene Championship Initiative • ECE • Inclusive Education 	
		Cross-sectoral linkages	<ul style="list-style-type: none"> • Child Care Reform • Presence at sub-national level 	
All	Field study <i>Purpose</i> <ul style="list-style-type: none"> • To understand the range of contextual and operational challenges and opportunities that UNICEF faces in Uzbekistan • To conduct light-touch assessment of three remaining strategies 	<ul style="list-style-type: none"> • As above, plus light-touch assessment of three remaining strategies: Partnerships; Service Delivery (immunization); Knowledge Management; • Selection of key UN, Government and donor partners to be confirmed 		Field study is a major component of the evaluation design, serving to a) deepen analysis of the four strategies to be analysed to a deeper degree and b) conduct light-touch analysis of the three remaining interventions. The three ‘overarching’ questions, above, can only be explored through fieldwork, and understanding of operations at the local level, which will comprise an aspect of

	<ul style="list-style-type: none"> • <i>To continue analysis started by desk review on the four strategies identified for deeper analysis</i> • <i>To generate findings and lessons learned on three overarching questions at Country Programme level</i> • <i>To explore the implementation of different strategies/interventions at local level</i> • <i>To identify different results/pathways of contribution where feasible</i> 		fieldwork, can only be conducted through a mission.
All	Supplementary phone interviews <i>Purpose: to allow for further consultation with stakeholders when field mission time did not permit</i>	To be identified, depending on mission schedule	A final round of interviews will serve to fill any gaps; triangulate and deepen any analytical themes emerging; and extend analysis where appropriate.

8.6 Stakeholder perspectives

Inclusion of stakeholder perspectives are important for grounding the evaluation within the operating context; for triangulation and validation purposes; and for ensuring relevance and utility. The evaluation will integrate them in the following ways:

1. **UNICEF CO staff:** Through as broad a consultation as possible during fieldwork, and follow-up phone/skype interviews where necessary
2. **Government of Uzbekistan** - Through consultation during field study; and successor phone/skype interviews if appropriate.
3. **Implementing partners:** through consultation during field study
4. **Local authorities;** through consultation during field study
5. **Beneficiaries:** As noted, the CP is not designed as e.g. a large-scale collection of beneficiary perceptions. However, beneficiary perceptions will be integrated where feasible e.g. through the review of secondary material in the four 'deeper treatment' strategies and through interviews with their CSO representatives at field level.

Combined, these methods should allow for a credible approach, within time and resource constraints, to ensure breadth of representation of stakeholder perceptions. Other options – such as the conducting of large-scale survey work with direct beneficiaries – have been discounted as a) unfeasible within time and resource constraints and b) risking a distortion of the focus of the study, which is centred on informing the design of the next CP.

8.7 Evaluation Matrix

The Evaluation Matrix forms the 'spine' of the evaluation. It provides the main analytical framework against which data will be gathered and analysed. It is shaped around the evaluation questions and embeds the criteria above. All other enquiry tools, such as interview guides and the field study template, are geared towards it.

The Evaluation Matrix, including the evaluation criteria and associated questions, indicators and prescribed methods, is presented at Annex 3.

The first column of the Matrix provides the relevant evaluation question. The second column provides the methods which will be applied (though as always these remain a statement of intent at design stage); and the third the proposed indicators for judgement. Column 3 sets out the indicators which will be used to make progress judgements.

The indicators and methods included in the Matrix are based on initial study conducted during the Inception phase; experience from other similar studies; and a review of the available data. The list presented may be changed or compressed if data is unavailable or unreliable. Methods are set out per question, and the forms of triangulation between them made clear.

Cumulatively, the evidence available against each question / performance indicators should – again, if evidence is available – enable a response to these concluding questions, which reflect a CP-level orientation.

8.8 Data Collection Methods

The evaluation will apply a mixed-method approach³⁰ to maximise validity and reliability. Key anticipated methods and data sources are set out in the Evaluation Matrix, but to summarise:

Table 8: Data Collection Methods

Relevance	<ul style="list-style-type: none"> Stakeholder mapping Systematic documentary review, applying structured tools Mapping of available contextual analyses including those related to poverty, vulnerability and child rights Timeline construction, including of key decision points Technical analysis and testing of theories of change / strategies Semi-structured interviews (UNICEF staff and partners)
Effectiveness	<ul style="list-style-type: none"> Analysis of results data from UNICEF M&E systems at CP level Feasibility assessment, given scale of UNICEF assistance and challenges addressed; Mapping of risk analyses undertaken/ mitigation measures implemented; Systematic documentary / data review, particularly of UNICEF M&E systems and data Structured desk analysis of four selected strategies Semi-structured interviews with UNICEF staff and partners Partial contribution analysis to determine progress against intended results and pathways generated
Efficiency	<ul style="list-style-type: none"> Systems analysis of management strategies Financial analysis – spend per strategy/intervention; Systematic documentary / data review, particularly of UNICEF M&E systems and data Semi-structured interviews with UNICEF staff and partners
Sustainability	<ul style="list-style-type: none"> Systematic documentary review, applying structured tools Semi-structured interviews with UNICEF staff and partners Interviews with key informants, particularly national representatives
Coherence	<ul style="list-style-type: none"> Systematic documentary review, applying structured tools Mapping of strategy and programming areas Analysis of theories of change (intersections and overlaps) Semi-structured interviews with UNICEF staff and partners
Impact	<ul style="list-style-type: none"> Analysis of results data from UNICEF M&E systems Analysis of national indicator data Systematic documentary review, applying structured tools Semi-structured interviews with UNICEF staff and partners

These methods have been selected because:

³⁰ Combining methods is a way to overcome limitations and enhance strengths', recognising that 'different techniques meet specific purpose, from measurement and description of events and states to understanding of a situation or a process, bringing their own strengths and limitations. Stern et al (2012)

- They are appropriate ones for strategy and intervention-level enquiry
- On the basis of data review during the Inception Phase, they are both feasible and sensible
- Combined, they form a relatively effective means of triangulation
- An emphasis on interview and group/cluster discussions, particularly at field study level, maximises the breadth of perspectives and data that can be secured. Given the context of data paucity, reliability on secondary data alone would increase unreliability – field study is essential to ensure a degree of validity

Annex 4 contains the main interview guides for the study, which will be adapted as appropriate.

Analysis of HRBAs: This is a very important question to UNICEF in Uzbekistan. Accordingly, a dual approach has been adopted: it has been separately integrated into the Evaluation Matrix, to ensure specific and dedicated coverage. Key standard indicators have been used, and this aspect will be separately reported upon at CP level.

Analysis of strategies: These areas of enquiry will support systematic analysis of the indicators in the Evaluation Matrix to assess the extent to which the CP/CPAP, as reflected particularly in four strategies, has been designed and implemented to maximise efficiency, effectiveness, coherence, sustainability and, to a limited extent, impact. To minimise threats to validity, and ensure a robust analytical process, standardised analytical tools will be applied across each area. The Evaluation Team has developed analytical tools geared to the Evaluation Matrix to allow data to be systematically comparable at overall analysis stage. These are attached at Annex 4.

‘Light touch’ analysis of the four remaining strategies will be conducted mostly at field level, reviewing 1-2 key documents and conducting a similar volume of interviews.

Data analysis: A core template for analysis –geared to the Evaluation Matrix- has also been drawn up (See Annex 4). Analysis will take place against this in the following ways:

- Across the analytical fields, which are drawn from the Evaluation Matrix, common trends, contradictions and difference will be sought out and explored.
- The different pathways of contribution at different levels of results will be tracked, identified and triangulated
- Explanatory factors related to the internal environment, strategy design and implementation and external environment will be assessed
- Gaps in information available will also be reported

Validity and reliability: The evaluation design minimises threats to validity in three ways:

- Firstly, and primarily, the use of a systematic approach, to which the Evaluation Matrix (above) is key. Plotting sources of evidence onto the core analytical framework, geared itself to the CP and key strategies’ implicit intervention logic, and applying all data collection tools and instruments to this will ensure systematic and rigorous data collection.
- Secondly, an emphasis on triangulation and the use of multiple sources of data- this is particularly important given the likely paucity of results data;

- Thirdly (and also linked to credibility) the adoption of a consultative approach, with findings validated on an on-going basis with key stakeholders (below).

Methods for ensuring validity and reliability at analysis stage will include:

- **Triangulation** – to confirm and corroborate results reached by different methods – e.g. confirming that the articulation of HRBAs present in documentation is reflected in organizational practice
- **Complementarity** - to explain and understand findings obtained by one method by applying a second. E.g. explaining and understanding the nuances around the design of particular strategies and interventions
- **Interrogation** - where diverging results emerge from the application of different methods – these will need to be interrogated to either reconcile, or explain, the differences apparent.

9. Risks to evaluability

The major risks to evaluability, and how they will be tackled, are mentioned above. In addition:

- While an indicative intervention logic has been developed for the CP, above, of necessity this remains at a broad indicative level. The changing nature of the context of Uzbekistan implies that a range of risks will inevitably arise. Whilst these can be identified to some extent in field study, it will be challenging to identify assumptions and risks from desk study alone. Key informant phone interviews may help to resolve this somewhat, but full emergence of risks is likely to only take place during the field mission itself.
- The CP itself (including the CPAP) is not explicit on its underlying assumptions. This, allied with UNICEF staff turnover, e.g. of the Deputy Country Director at the time of design, may make it challenging to assess the validity of a) any assumptions related to the intervention logic at CP level and in strategies and b) how effectively UNICEF has responded to changes arising in the external environment. The evaluation will have to include informants from different stages of CP and strategy implementation in order to assemble sufficient evidence to make a judgement on this feasible. Phone interviews are being conducted prior to fieldwork with prior UNICEF staff, also as mitigation.
- Weaknesses in data have already been discussed above; this presents systemic difficulties in identifying and tracking strategy implementation. Much information is unlikely to be documented and will be challenging to verify from recall, though efforts will be made to seek this out and to triangulate different perceptions and memories. The evaluation report will be explicit on data limitations.
- Due to resource constraints, desk study and field mission time are necessarily limited in nature. To mitigate the risks here, a) the visits will apply the structured tools for field study described; b) the Evaluation Team will remain in ongoing contact with the commissioning team, to ensure that as much substantive information is fed into the evaluation as possible, and c) an analytical team meeting will be held between the

Evaluation Team prior to drafting commencing, to ensure that the maximum use is made analytically of the available data.

- Similarly, resource limitations mean that the study cannot be as in-depth as desirable (for example, desk study will be lighter touch than is desirable; engagement with partners cannot be comprehensive; direct engagement with beneficiaries cannot take place) To mitigate this, the systematic approach adopted, and the balance of breadth and depth through the methods proposed, should allow the study to be as comprehensive as feasible within these limitations. The methodological approach adopted, as above, as well as the participatory approach adopted, supports rather than undermines credibility. Nonetheless, expectations on feasibility will need to be made clear to partners and UNICEF staff.

10. Ethical standards and safeguards

The Evaluation Team are committed to the application of human rights and gender equality-sensitive processes during the Evaluation. Both team members have a background in human rights and/or social inclusion as well as gender equality.

The UNEG Guidance on Human Rights and Gender Equality in Evaluation³¹ will be fully applied throughout. In addition to investigating and analysing attention to human rights through the evaluation questions, attention will be paid to human rights dimensions during identification of stakeholders and their interests, during selection of interviewees and in the selection of methods, timeframe etc. Given sensitivities in the context of Uzbekistan on human rights issues such as child labour, and particularly to gender terminology around equality, advice will be sought from the Country Office on the most appropriate framing of these issues in dialogue with government. They will not be avoided.

The evaluation will be conducted in full coherence with the UNEG Ethical Guidelines and Code of Conduct. Key features of the ethical code to be applied are:

- Respecting gender and human rights principles throughout the Evaluation process, including; the protection of confidentiality; the protection of rights; the protection of dignity and welfare of people; and ensuring informed consent. Feedback will be provided to participants wherever possible, and data validation will take place at all levels with participant consent, including with UNICEF.
- Maximising the degree of participation of stakeholders in the Evaluation itself wherever feasible and a commitment to using participatory approaches in field studies in particular.
- Ensuring that the Evaluation matrix (above) integrates CEDAW, CRC and human rights commitments
- Disaggregating data by gender and social groups where feasible
- Ensuring that outputs use human-rights and gender-sensitive language

³¹ UNEG (2011) Integrating Human Rights and Gender Equality in Evaluation – Towards UNEG Guidance

11. Organisation of the Evaluation

11.1 Roles and responsibilities

Key roles and responsibilities are as follows:

Table 9: Roles and responsibilities

Consultant/ Role	Lead Responsibilities and Components
Dr Julia Betts/ team leader	<ul style="list-style-type: none"> Coordinating evaluation processes and overseeing the tasks of the evaluation team, in communication with the UNICEF commissioning team Maintaining the timeframe of the evaluation, identifying any potential issues, bringing these to the attention of the relevant stakeholders, and resolving challenges at the earliest opportunity; Developing the Inception Report, including stakeholder identification and sampling; Finalising the evaluation method and tools and ensuring their validity, reliability and quality, and incorporating relevant comments from UNICEF; Coordinating the field visit and the safety of the evaluation team with the UNICEF Uzbekistan office; Quality assuring data collection, storage, analysis and triangulation; Safe guarding standards of ethics, data protection, and independence; Drafting an evaluation report in line with UNICEF and UNEG standards, and finalising the report and presentation on the basis of comments received
Gurcharan Virdee Evaluation Expert	<ul style="list-style-type: none"> Contributing to the development of the valuation methodology Contributing to drafting of Inception Report, including stakeholder identification and sampling; Finalising the evaluation method and tools and ensuring their validity, reliability and quality, and incorporating relevant comments from UNICEF; Participating in the field visit, including systematic analysis and interviews; Participation in team meetings; Safeguarding standards of ethics, data protection, and independence; Supporting the drafting an evaluation report in line with UNICEF and UNEG standards, and finalising the report and presentation on the basis of comments received;
Sarvar Gulyamov, National Resource Person	<ul style="list-style-type: none"> Providing guidance on the local context and knowledge of Uzbekistan policy frameworks and key governance issues Providing knowledge on the local operations of the UN Supporting interviews through translation Supporting practical and organisational arrangements during fieldwork.

The local consultant, whilst supplied by UNICEF, has been approved by the evaluation team as sufficiently independent not to compromise the study's integrity, but with appropriate UN (UNDP/UNODC) experience to help deepen knowledge of the operating context, as well of the national policy, political and governance context.

UNICEF Uzbekistan will take responsibility for documentary supply, interview arrangements, field visit co-ordination and logistical support, as well as arranging feedback sessions to UNICEF staff. There is no separate Steering Committee for the evaluation.

11.2 Evaluation Process

Section 3 above has set out the components of the evaluation. These will be organised according to the following process and timing:

Table 10: Process and timing

No	Activity	Timing/deadlines
INCEPTION		
1	Preliminary desk review and discussion with UNICEF team	August 2014
2	Refining evaluation questions and in-depth evaluability assessment	August-September 2014
3	Preparation of the Inception Report	September 12 th 2014
IMPLEMENTATION		
4	Preparation of data collection and analysis tools	September 2014
5	In depth desk review	September 2014
6	Fieldwork in Uzbekistan	29 th September – 8 th October 2014
ANALYSIS AND REPORTING		
7	Data analysis and processing	October-November 2014
8	Presentation of Emerging Findings	27 th October 2014
9	Presentation of draft evaluation report	21 st November 2014
10	Consolidating UNICEF comments and preparing final report	Comments from UNICEF – 5 th December Presentation of final report – 12 th December

Interaction and debriefing will take place at various points e.g.: with UNICEF at the end of the field mission; and if desired, through a remote presentation (video conferencing) once the report has been drafted. Further interactions will be conducted as deemed necessary throughout the evaluation period.

Draft deliverables will be submitted in Word format, with final deliverables presented in pdf. Presentations may use powerpoint or other formats, as appropriate.

12. Quality Assurance

Quality Assurance forms part of IOD PARC's commitment to all its clients. Quality Assurance in our view refers to both the reliability, traceability and efficacy of evaluation management processes and also the professional and intellectual rigour and standard of the resulting outputs from those processes.

The Evaluation Team members will take the primary responsibility for the Quality Assurance process, ensuring a rigorous process of data collection, analysis and synthesis to minimise errors. The process of on-going triangulation and verification, described above, will help ensure this, as will the proposed validation session.

A dedicated Quality Assurance Manager at IOD PARC (independent of the evaluation team) will also provide oversight for the study. Formal quality assurance reviews will be held between the Quality Assurance Manager and the Evaluation Team at key points (submission of Inception report, submission of draft and final reports). The Quality Assurance Manager has the authority to audit the quality of both how the evaluation is being done and also its outputs.

No evaluation team member has any potential conflict of interest with the evaluation object or UNICEF.

Annex 1: Terms of Reference

The ToR/RFP document is attached separately.

Annex 2: Sample programming areas, partners and content

Source: Supplied by UNICEF Uzbekistan

Strategy	Intervention	Geo location	Partners	Brief description
1. Service Delivery	Immunization (IR 1.1)	Nationwide	MOH, Ministry of Finance	<p><u>Background:</u> At the beginning of the CP the immunization component was heavily focused on procurement through donor funds, with about 50% of vaccines funded by international sources. <u>Expected results</u> (not captured in CPAP): (a) increased financial sustainability of the immunization program; (b) strengthened capacity to manage the immunization cycle (forecasting, procurement, management, delivery). The <u>CP approach</u> evolved in the years:</p> <ul style="list-style-type: none"> • Procurement of vaccines for the routine immunization programme (until 2011) and for supplementary campaigns; • Assessment of the immunization programme to identify gaps in vaccine procurement and management and consequent evidence-based design of the multiyear routine vaccination plan for 2011-2015; • Advocacy for sustainable financing of immunization; • Capacity building of managers on epidemiological surveillance, and of GPs/vaccinators on safe immunization, including support for introduction of new (rotavirus) vaccine in 2014; • Strengthening of the cold chain management both at central and local levels; • Response to the polio outbreak and Mumps-Rubella (MR) national campaign (non-routine); • C4D strategies and IPC skill building of vaccinators in the supplementary immunisation campaigns to develop public trust and creating demand for routine immunization.

2. Capacity Development	Building capacity of civil society for Child Rights Monitoring (CRM) (IR 2.2)	7 regions	NANNOUz, NIMFOGO, NHRC, CabMin, ASFC, local governments, IWGs (national and regional)	<p><u>Background:</u> Including civil society in the National Plan of Action (NPA) on Child Wellbeing (and connected Regional Plans of Action – RPAs) implementation and child rights monitoring was one of the prominent recommendations by the CRC Committee in 2001 and 2006. NGOs present significant weaknesses in terms of operational and leverage capacity. <u>Expected result:</u> by 2015, the country fulfils the remaining observations of the CRC on independent monitoring (as per CPAP matrix in 2009 – later evolved). The <u>CP approach</u> included different strategies, in terms of capacity development:</p> <ul style="list-style-type: none"> • Assessment of NGO capacities and consequent evidence-based design of capacity building plan and materials; • Building NGO capacity for active participation in the implementation and monitoring of RPAs within the IWG’s mandate (Inter-sectoral Working Groups for Child Wellbeing in charge of coordinating RPA and NPA implementation and monitoring - see Cross-Sectoral Linkages), through training, technical and financial assistance.
	Justice for Children (J4C) (IR 1.3)	Court judges: nationwide; Police and Commission on Minors: 6 regions	Min. Justice, Prosecutor General Office, Research Center under Supreme Court, SOS Children Villages, Law University of Tashkent	<p><u>Background:</u> In 2006, the CRC Committee recommended that Uzbekistan bring the system of juvenile justice in line with the CRC through: (i) establishing juvenile courts staffed with trained professionals; (ii) ensuring that detention is used only as a measure of last resort; (iii) ensuring that persons under the age of 18 in custody are separated from adults; (iv) improving the conditions of detention of persons under the age of 18, and bringing them into conformity with international standards; (v) strengthening recovery and reintegration programmes and training professionals consequently; (vi) introducing training programmes on relevant international standards for all relevant justice professionals. <u>Expected result:</u> by 2015, the child protection system provides preventive, protective and alternative services in selected areas, in line with international standards (as per CPAP matrix in 2009 – later evolved). The <u>CP approach</u> included different strategies, in terms of capacity development:</p> <ul style="list-style-type: none"> • Assessment of Juvenile Justice Reform Achievements in Uzbekistan; • Assessment of judiciary practices for J4C; • Evidence-based design of a training handbook and modules on J4C based on international standards, best practices and introduction to social work; • Capacity building of Inspectors of Trusteeship and Guardianship, civil and criminal district judges, Juvenile Police and other members of Commission of Minors at district and regional levels.
	Child Friendly Schools (CFS) and	CFS: 6 regions; QBE: nationwide	MoPE (central and regional)	<p><u>Background:</u> Pedagogical curricula and teaching methods have not kept pace with global standards and there is need to upgrade the skills of education staff in school planning,</p>

	Quality Basic Education (QBE) (IR 1.2)		departments), Teacher Training Institutes, Scientific Research Institute	<p>management, monitoring and assessment. National data show that the level of compliance of students' knowledge with state educational standards is 63%, however this indicator is not fully comparable with globally-recognised indicators such as PISA and SPIRLS. In addition, there are discrepancies in the distribution of adequately qualified teachers across the country. <u>Expected result</u>: by 2015, the education system provides quality and increasingly inclusive services for children in line with the adopted legislative and normative frameworks aligned with international standards. The <u>CP approach</u> included different strategies (that evolved in the years), in terms of capacity development:</p> <ul style="list-style-type: none"> • Evaluation of the Child Friendly Schools initiative and consequent evidence-based design of a Quality Basic Education strategy to mainstream the CFS model in the entire education system nationwide; • Capacity building coupled with technical assistance for designing and improving the national monitoring system of quality of education; • Capacity building of Teachers training institutions at all levels for mainstreaming of CFS/QBE principles and institutionalization of child-centered teaching methods.
	Disaster Preparedness and Risk Reduction (DPRR) (IR 2.2 and 1.2)	13 regions (2 districts in each)	Ministry of Emergency, MoPE, mahallas	<p><u>Background</u>: Given that Uzbekistan's territory is highly prone to disasters such as earthquakes, floods, drought and landslides, in the early stages of the CP, facilitating preparedness efforts to assure protection of children living in the most vulnerable communities was considered a priority. <u>Expected results</u>: (a) National education policies and strategies incorporate elements of DPRR, thereby contributing to building a culture of safety and resilience at all levels; (b) Strengthened capacity of key Government stakeholders to advocate for and implement DPRR; (c) Improved ability of schools and preschools to undertake DPRR, thereby enhancing their resilience to potential disasters (as per DIPECHO VI logframe, 2010). The <u>CP approach</u> included:</p> <ul style="list-style-type: none"> • Establishment of a national coordination mechanism within the framework of DPRR in education; • Review of the existing education policies and curricula to incorporate DPRR aspects; • Design and implementation of training programmes for teachers and disaster management officials on: DPRR training programmes for children and on monitoring DPRR activities in their schools; • Design and supply of learning materials on DPRR, plus supply of basic disaster preparedness and mitigation equipment and equipment to strengthen capacity to implement and monitor DRR activities;

3. Knowledge Management	Donor briefings, newsletter (IR 3.1)	Central/ office based	Internal, UN, bilaterals	<ul style="list-style-type: none"> • Implementation school DPRR activities, including developing school preparedness plan. <p><u>Background:</u> Most information that is essential for development planning and collaborative partnerships is difficult to access. Political and socio-economic issues, particularly sensitive issues, are avoided or skirted around carefully. There is a need for issues to be approached more directly and analysed in order to make positive change and sustain it. Diplomats, donors, bilateral and development organizations were approaching UNICEF to get UNICEF's perspectives on issues that they were interested in, to get additional information or crosscheck theirs. There was also a need for an effective communication product that could be circulated across UNICEF globally to inform leaders and decision-makers in the Organization and international development partners about UNICEF Uzbekistan's results for children. <u>Expected results:</u> (a) Equity refocus of the UNICEF CP through information about UNICEF interventions, policy initiatives and studies; (b) The opportunity to mobilize partners more proactively around the equity refocus of the Country Programme effectively leveraged; (c) Leadership role in information and knowledge management related to children and their rights played by UNICEF; (d) A safe space for discussing critical and sensitive issues among international community and donors created. <u>Strategies used:</u> (a) Produce for limited circulation a periodic newsletter on results achieved and challenges faced and evidence generated on children's issues; (b) Convene periodic briefings for ambassadors, heads of agencies, international development partners on thematic areas related to UNICEF programme, with a specific focus on sensitive issues.</p>
	Evidence Generation Strategy (IR 3.2)	Central/ office based	Mainly internal, other UN agencies, SCS, ISR	<p><u>Background:</u> Access to data is generally limited, with some differences between sectors. The CRC Committee called upon the country to further improve its data collection system to provide regular and independently verifiable data that is cross-comparable, and to analyse the data collected as a basis for assessing progress achieved in the realization of child rights and for designing policies and programs. Key disaggregations are often lacking, thus hindering the analysis of inequities affecting children. <u>Expected results:</u> (a) in the long term (beyond this CP), in-country capacity to monitor the situation of children and women, also from an equity angle, enhanced; (b) in the short term, a fairly complete package of quantitative and qualitative data is available with appropriate frequency, to allow proper planning, monitoring, reporting and decision-making for the CP. <u>The CP approach:</u></p> <ul style="list-style-type: none"> • Analysis of the system behind the data, to inform strategy design and implementation; • Building alliances (especially within the UN and other international stakeholders) to advocate for access to and reliability of evidence for decision-making with key government actors; • Building technical capacity of national stakeholders for data generation and analysis;

				<ul style="list-style-type: none"> • Maximizing the use of available data and generating additional evidence, using different approaches. • Compiling/ organizing evidence to effectively serve programmatic and reporting purposes
4. Evidence Based Policy Dialogue and Advocacy	Child Labour (IR 1.3)	Central/ upstream and nationwide	CabMin, MLSP, MoPE, ILO	<p><u>Background:</u> The issue of children involved in cotton production (a worst form of child labour) in Uzbekistan has had international attention in recent years, especially due to its peculiar nature and mobilization dynamic. Effects on children relate to their protection, health and education (the harvest happens during the first two months of the school year). Data on the exact number of children is not available and it is not possible to conduct statistically valid and independent research. The CRC has repeatedly requested ending such practice, which presents several implications, including of political and economic nature. <u>Expected results</u> as reflected in a specific indicator: % of schools nationwide providing a continuous service for all grades during the whole school year (CPAP matrix in 2009 – IR 1.2). The <u>CP approach</u> included different strategies (that evolved in the years):</p> <ul style="list-style-type: none"> • Standardized and documented observation of children’s involvement in cotton harvest nationwide (2010, 2011, 2012) • Documentation of the good-practice in one region that reportedly was able to eliminate child labour in the cotton harvest (UNICEF, 2011) • Economic analysis of the involvement of children in cotton production (Evans, UNICEF, 2010) • Evidence-based advocacy at different levels (technical and high level in the country, within and outside the country and the UN system).
	Quality of Mother and Child Health Service (IR 1.1) – curriculum review, ILBD, quality improvement and quality assurance	Central/ upstream and nationwide	MOH, WHO, EU, UNFPA, GIZ	<p><u>Background:</u> Independent data available at the preparatory stage of the CP showed under-5 mortality at 57 per 1,000 live births and maternal mortality at 28 per 100,000 live births, despite 95% per cent of deliveries occurring in health facilities. Poor quality of perinatal care and services was identified as a key factor requiring special attention. Disparities in the accessibility of quality health services across the country are wide. <u>Expected results:</u> by 2015, the health system provides quality services for mothers and children in line with adopted legislative and normative frameworks aligned with international standards. The <u>CP approach</u> included:</p> <ul style="list-style-type: none"> • Piloting of the introduction of the new-born and child-survival packages in 8 regions (IMCHS1 project), which was later evaluated and evidence/lessons learnt used to inform the nationwide scale up (IMCHS2 project); • Researches/analysis (Medical curriculum review - 2012, IMCHS1 evaluation - 2011, assessment of MCH service performance - 2013, UN Inter-Agency Group on Mortality

				<p>Estimates (IGME) - 2013) used for evidence-based advocacy at different levels on: MCH Sector Reform, revision of medical curricula for MCH, revision of targeted elements of the normative framework, introduction of ILBD, strengthening of the quality assurance system.</p> <ul style="list-style-type: none"> • Evidence coupled with technical assistance to facilitate: design of the National Program for MCH Sector Reform 2014-2018; follow-up to the recommendations by the IGME mission on ILBD introduction, adoption of key MCH-related decrees, design of the conceptual framework for the new quality assurance system, piloting of a supportive supervision system.
	Social allowances (IR 2.1)	Nationwide	SPIG and its members	<p><u>Background:</u> A 2009 study revealed that children are systematically the poorest within the households they live in. The CPD highlighted that the prioritization of budget allocations for children is crucial, given the financial pressure on families. It also highlighted the need to facilitate a more inclusive access to social services for children. <u>Expected results:</u> National and sub-national governments prioritize child-wellbeing within socio-economic development plans, strategies and budgets (as per CPAP matrix in 2009), later evolved into: By 2015, national social protection and public finance systems adopt equity focused, child sensitive policies and practices (as per Multi-Year Work Plan 2012-onwards). The <u>CP approach</u> included:</p> <ul style="list-style-type: none"> • Policy research and analysis (Analysis of social allowances for low-income families with children in 2011, Social budgeting paper in 2012, Social protection strategy paper and taking stock paper both in 2013) used for evidence-based advocacy on targeted measures to guarantee a social allowance system more sensitive to children's needs, especially the most vulnerable; • Evidence coupled with technical assistance to facilitate the design of a single registry system for low-income families and reduce inefficiencies in distribution and improve targeting of social allowances (Feasibility study on establishing of SP management information system in 2013); • Inter-sectoral partnership and coordination to facilitate dialogue and cooperation between concerned government agencies within the social protection system (Social Protection Interagency Group – SPIG, see below).
5.C4D	Participatory Learning and Action (PLA) (IR 3.1, 1.1)	PLA: 12 mahallas in 2 regions	MOH, Women's Committee, Mahallas	<p><u>Background:</u> At the beginning of the CP, it was noted that families lacked essential household practices for good child-rearing practices. The key issues were either lack of knowledge among parents and caregivers, or barriers that hindered change in accordance with the knowledge so that children's survival, early development and protection, especially in traditional families and rural areas was compromised. Based on previous experience and lessons learnt from the Family Education project, mainstreaming C4D into family education and household practices was considered a priority. <u>Expected results:</u> (captured in CPAP matrix at MTR and in IMCHS2</p>

				<p>logframe) (a) caregivers improved capacity to recognize danger signs that require immediate visit to the doctor; (b) mothers practice exclusive breastfeeding; (c) households provide balanced nutrition to children under 5 and pregnant/lactating mothers; (d) caregivers apply appropriate hygiene practices for themselves and their child; (e) households dedicate appropriate time for child development/bonding. The <u>approach</u> includes:</p> <ul style="list-style-type: none"> • KAP study including social norms aspect to analyse the five selected behaviours in the pilot and control communities to set a baseline and inform the design of the PLA modules; • Technical assistance to MoH and partners to develop a participatory learning and action (PLA) module and training materials to be applied in the pilot communities facilitating behavioural change; • End-line KAP study to assess the changes and draw lessons learnt and assess the potential for replication; • The above complemented nationwide by ‘Edutainment’ episodes (television series targeting children and families) that delivers rights based messages on child well-being and demonstrates positive household practices.
	Hygiene Championship Initiative (HCI) (IR 1.1)	15 schools in 5 regions	MoH, MoPE	<p><u>Background:</u> Gaps in hygiene knowledge and practices at the household level and disparities in access to piped water and centralised sewage systems among different parts of the country are considerable. A 2011 survey in the Fergana Valley revealed high levels of helminths infection among children, as a consequence of poor sanitation and hygiene conditions/practices. <u>Expected results</u> (not captured in CPAP): Helminths infection among school children reduced thanks to improved hygiene practices and sanitation conditions in the school. The <u>approach</u> includes:</p> <ul style="list-style-type: none"> • Baseline study to assess hygiene KAPs and helminths prevalence among children used for advocacy, awareness raising with government officials and informing the design of HCI; • Capacity building package on SWASH tailored to different audiences (school teachers, administrators, school nurses, logistic and supply managers, financial managers, parent committees) to operationalize the initiative; • Integrated learning program for schoolchildren on SWASH including a peer-to-peer component; • Contest among schools based on the assessment of key sanitation and hygiene conditions and practices; • End-line assessment of the results of the pilot initiative and provide evidence for institutionalization and scale-up.

	ECE (IR 1.2 and 3.1)	5+ districts across 3 regions	MoPE, Regional and National Women's Committee, Mahallas	<p><u>Background:</u> At the preparatory stage of the CPD, pre-school enrollment stood at 22% nationally and 13% in rural areas, and there was need to better understand the reasons behind families' decisions not to enroll children. <u>Expected results:</u> 50% of 3-7 years old children have access to preschool education nationwide based on approved Early Learning Development Standards (as per CPD matrix in 2009), later evolved into: increased coverage rate of preschool education with reduction of regional gap (as per CPAP matrix modified at MTR – see matrix for targets). The <u>approach</u> includes:</p> <ul style="list-style-type: none"> • A participatory data collection exercise among families in the pilot districts to get a general sense of the reasons behind low enrolment rates, to be used to inform the C4D strategy and tailor key messages; • Capacity building of community advisors on inter-personal communication skills and key selected messages (i.e. importance of early childhood education); • Outreach activities by community advisors to raise awareness and facilitate behavioural change; • Advocacy and technical support to mainstream awareness raising through outreach activities nationwide; • The above was complemented by other initiatives beyond the C4D strategy.
	Inclusive Education (IR 1.2)	15 schools (mainstream and boarding) in 5 regions	MoPE, Special Olympics	<p><u>Background:</u> Stereotypes and stigma are still prevailing in Uzbek society and mentally and physically disabled people remain one of the most vulnerable groups. They are often excluded and have limited opportunities to participate in social life. In particular, disabled children and their parents face significant barrier to accessing and participating in mainstream schools, and attitudes of teachers, peers and their parents are among the key factors hindering access. <u>Expected results:</u> Increased awareness of the condition of children with special needs and of the concept of inclusive education among teachers, peers and their parents (as per Cooperation Agreement Special Olympics and UNICEF). The <u>approach</u> includes:</p> <ul style="list-style-type: none"> • Baseline assessment on knowledge and attitudes towards children with disabilities and inclusive education; • Series of awareness raising workshops and joint activities of different kind involving children with different abilities and adults; • Set up of a network for support to families with children with disabilities; • End-line assessment of knowledge and attitudes as well as of lessons learnt and potential for replication.

6. Partnerships	Inter-Sectoral: SPIG (IR 2.1), LEG (IR 1.2), IWG (2.2), MCH Coordination Council (IR 1.1)	Central/ upstream	SPIG members, LEG members, IWG members, MCH Coord. Council members, Cab. of Ministers	<p>Background: Several areas related to child rights suffer from the fact that responsibilities tend to be scattered among different actors in Uzbekistan. In light of this, in 2006 the CRC Committee recommended setting up an intersectoral body with adequate resources to coordinate implementation of the CRC. Along these lines, the CPD indicated the move from sectoral to integrated interventions and strengthened intersectoral cooperation as one of the overarching priorities for the CP, thus posing the challenging task of establishing and facilitating partnerships with and between different actors. Expected result: effective mechanism for coordination and consultation developed to improve implementation of decisions at policy level (as per statement in the CPD). The CP approach is diverse and includes:</p> <ul style="list-style-type: none"> • Inter-sectoral Working Group (IWG) – oversees the implementation of the National Plan of Action on Child Wellbeing that operationalizes the Concluding Observations of the CRC Committee. Chaired by the Cabinet of Ministers, it comprises line ministries and other key actors, including civil society. It has a correspondent mechanism at regional level (in some regions – see Intersectoral Linkages); • Social Protection Interagency Group (SPIG) –established to support the effective implementation of government reforms aimed at improving quality and availability of social protection for vulnerable children and families by promoting a systemic approach. SPIG is chaired by the Institute for Social Research under the Cabinet of Ministers and includes members from key line ministries and NGOs. SPIG serves as umbrella for other sub-groups focused on specific topics, such as ECE financing and the child care reform. • Local Education Group (LEG) – oversees the design of the Education Sector Plan (ESP) as well as the monitoring of its implementation through the Joint Sector Reviews. ESP covers 8 sub-sectors of education (from preschool to adult education) as per guidelines by the Global Partnership for Education. LEG is chaired by the Minister of PE and includes all responsible ministries, think tanks, development partners and civil society. • MCH Coordination Council (MCHCC) – originally established as a steering committee for IMCHS1, later evolved into a body that oversees the MCH sector reform and coordinates efforts done in cooperation between MoH and different international organizations.
	Partnership with the European Commission (overall)	Central	EU Delegation, UNICEF PARMO Bruxelles	<p>The European Commission is the first financial contributor to the Uzbekistan CP 2010-2015 after UNICEF's core resources. As it evolved over the years, the engagement with the EC is envisioned as a partnership that goes beyond the financial contribution, especially after the establishment of the EU Delegation in Tashkent in 2012. This partnership covers different areas:</p> <ul style="list-style-type: none"> • Maternal and child health (IMCHS1 and IMCHS2 project – financial contribution and broader

				<p>partnership);</p> <ul style="list-style-type: none"> • DPRR (DIPECHO – financial contribution); • Rule of law linked with justice for children (mutual engagement between UNICEF and the EU project on justice); • Rural development (initial discussions on future partnership).
	UN	Central	UNCT	<p>For UNICEF, UN agencies are natural partners in the CP implementation for obvious reasons. Delivery as One has been implemented in very limited areas so far. Officially there is one joint programme that involves different UN agencies operating in the Aral Sea area. UNICEF is not part of this Joint Programme, though it is present in the area with its own interventions. Besides being overseen by the UNCT, UNDAF is implemented and monitored through Thematic Groups that cover the UNDAF Outcomes: Economic Wellbeing (including a subgroup on Social Protection – chaired by UNICEF); Social Services (including subgroups on: Health, Education, HIV); Environment (including a subgroup on DRR); Governance. In addition, there are functional inter-agency groups: on Gender, M&E, and the Operations Team.</p>
7. Cross Sectorial Linkages	Child Care Reform (IR 1.2, 2.1)	Central/ upstream	RCSAC, MoPE, MoH, MoLSP, SPON, SPIG, You Are Not Alone Fund	<p><u>Background:</u> See background in Capacity Development – Child care reform (social work and FCSS). In addition, from a cross-sectoral linkages standpoint, it must be mentioned that In Uzbekistan, no one Ministry holds responsibility for child protection at national level. The fact that this responsibility – deeply cross-sectoral in nature – is scattered across several ministries and actors hinders an adequate response to the needs of children in need of protection from abuse and neglect. <u>Expected result:</u> by 2015, the child protection system provides preventive, protective and alternative services in selected areas, in line with international standards (as per CPAP matrix in 2009 – later evolved). The <u>CP approach</u> included different strategies (that evolved over the years):</p> <ul style="list-style-type: none"> • Piloting of FCSS, as a professional gatekeeping mechanism, building capacity to assure that inter-sectoral collaboration is in place and facilitate the choice and use of alternative forms of care; • Establishing social work as a profession and building social work capacity to prepare professionals able to conduct case management and consider vulnerable children’s needs and rights with an integrated approach; • Establishment of an inter-sectoral working group (SPIG and De-Institutionalization Interagency Group) to facilitate the development of a State Programme on Child Care Reform through a multi-sectoral process that facilitates an integrated approach to reviewing the legislative framework, ensuring enhanced coordination.

				<ul style="list-style-type: none">Evidence-based advocacy to promote the importance of child care reform with emphasis on prevention and gatekeeping and development of social work services, including to legislatively mandate an adequate range of family-based forms of care as alternatives to institutional care.
ECD (IR 1.2, 2.1, 1.1, 1.3)	Central/ upstream	MoH, MoPE, Ministry of Finance, Children Social Adaptation Center, SPON, MoLSP, SPIG/ ECE SubGroup		<p><u>Background:</u> At the design stage of the CP, children below 5 years of age face were found to be particularly vulnerable from different points of view: low preschool coverage (22% nationwide, 13% in rural areas in 2009), limited chances of survival (under 5 mortality rate was 41 per 1,000 in 2009), inadequate nutrition (14% stunted, 26% exclusively breastfed), high numbers of children under-3 institutionalized, families lacking proper knowledge on child-rearing practices. All of the above would require an integrated approach to Early Childhood Development.</p> <p><u>Expected results:</u> (a) by 2015, the health system provides quality services for mothers and children in line with adopted legislative and normative frameworks aligned with international standards (as per original CPAP); (b) increased coverage rate of preschool education with reduction of regional gap (as per CPAP matrix modified at MTR); (c) by 2015, the child protection system provides preventive, protective and alternative services in selected areas, in line with international standards (as per original CPAP matrix); (d) caregivers’ improved child rearing practices (in 5 behaviours, as specified in C4D – PLAs). The <u>CP approach</u> included:</p> <ul style="list-style-type: none">MCH and nutrition (see Evidence-based Dialogue and Advocacy – Quality of Maternal and Child Health Services);Early Childhood Education (see C4D – ECE);PLA (see C4D – PLA);Child Care Reform (see Evidence-based Dialogue and Advocacy).
Presence at sub-national level (all IRs) (RPAs/ regional IWGs, ECE coordination councils)	RPA: 7 regions Civil Society: 7 regions ECE: 6 regions IMCHS: nationwide FCSS: 6 regions	Women’s Committee, Mahallas, Hokmyats, local NGOs, NANNOUz, NIMFOGO, MoPE, MoH, RCSAC, IWG		<p><u>Background:</u> The CPD envisioned a three-layered approach to implement the Country Programme at national, subnational and community level. In this attempt, criteria on how to select subnational areas and communities where to focus CP presence were not spelled out.</p> <p><u>Expected results:</u> at subnational level: (a) capacity gaps in local planning, delivery and monitoring of services addressed; (b) at community level: service providers and beneficiaries empowered and aware of child rights, thereby raising demand for quality services (as per statements in CPD). The <u>CP approach:</u> the CP is and has been present at the subnational and community level in different programme areas and using different strategies (that evolved over the years):</p> <ul style="list-style-type: none">Regional Plans of Action for Child Wellbeing (RPAs) as the operative framework for the implementation of the CRC recommendations at regional level. They are implemented and

				<p>monitored by Inter-sectoral Working Groups chaired by the regional government and comprised of different local representations of line ministries and other key actors, including civil society in some cases (see Capacity Development for Civil Society involvement);</p> <ul style="list-style-type: none"> • Early Childhood Education – see C4D – ECE; • IMCHS – see Evidence-based Dialogue and Advocacy – Quality of Maternal and Child Health Services; • FCSS – see Capacity Development – Child Care Reform (FCSS); • Other pilot initiatives: Hygiene Championship Initiative, Participatory Learning and Action; Inclusive Education (see C4D).
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Annex 3: Evaluation Matrix

Indicative evaluation questions	Anticipated methods	Anticipated judgement criteria	Anticipated documentary data sources
RELEVANCE			
Is the adopted strategy the most relevant to achieve the expected results? (Are we using the right strategy?)	<ul style="list-style-type: none"> Stakeholder mapping Systematic documentary review, applying structured tools Mapping of available contextual analyses including those related to poverty, vulnerability and child rights Timeline construction, including of key decision points Technical analysis and testing of theories of change / strategies Semi-structured interviews (UNICEF staff and partners) 	<ul style="list-style-type: none"> Extent to which theories of change are known and understood by UNICEF staff and partners Extent to which strategy-level theories of change have remained valid and robust in the light of change Extent to which adopted strategies have delivered results against targets Coherence of adopted strategies with those of other development actors in the same thematic area 	<ul style="list-style-type: none"> Key national strategies and plans e.g. National Plan of Action on Child Wellbeing 2011-2013, and corresponding Regional Action Plans Decision of the Cabinet of Ministers on Additional Measures to Improve the Education of Children, a Health and Harmoniously Developed Generation (2011); Education Sector Plan (2013-2017) Multiyear immunization plan 2011-2015 Law on Guardianship and Trusteeship (SPON), final draft in 2012; Order of the Cabinet of Ministers on establishment of the Expert Working Group and development of a State Programme on De-Institutionalization (November 2012). Key national analyses, including poverty and vulnerability analyses Key national and international reports including MDG reports, CRC concluding comments, <p>Key UN and UNICEF/Implementing partner documentation for relevant strategies including (but not limited to)</p>
To what extent is the strategy linked with others to form a synergetic set that is relevant to achieve programme results, especially for the most vulnerable?		<ul style="list-style-type: none"> Coherence across strategies and programme areas including gearing to overarching portfolio-level results Presence of cross-cutting issues such as equity and social inclusion within Country Programme document, programming strategies, accountability (results) frameworks and reporting Extent of integration (in both design and practice) across strategy areas and programming 	
To what extent did the original strategy evolve and transform into		<ul style="list-style-type: none"> Decision-making over period responsive to changes in population need profile and linked 	

other strategies in the concerned programme areas? To what extent is this evolution relevant?		<p>strategies</p> <ul style="list-style-type: none">Decision-making over period responsive to contextual (including national policy and governance / child poverty and exclusion issues / political economy) changeEvidence of lesson learning in programme / strategy design / decision-making	<ul style="list-style-type: none">UNDAF/CP/CPAP and associated results frameworks, Mid Term Review, annual reports, analyses and situation reports, strategy design documentation, monitoring reports, evaluation reports/reviews, meeting minutes, terms of reference, etc
To what extent is the strategy relevant for, and aligned with, the needs of national stakeholders, especially the most vulnerable groups?		<ul style="list-style-type: none">Strategies explicitly reference analytical basis / relevant data (poverty, education, social exclusion, etc)Efforts made to commission analysis where gaps exist, including joint analyses, or to identify relevant available analysesObjectives / activities respond to relevant national needs analysesIdentified UNICEF priority groups reflect those of national or independent analyses / policy priorities	
To what extent was the strategy implemented in partnership with national stakeholders? And at the right level?		<ul style="list-style-type: none">Volume of programming areas / investment implemented through national partnersVolume of programming / investment delivered at national / local level respectivelySatisfaction of national partners with partnership model	
<ul style="list-style-type: none">EFFECTIVENESS			
To what extent has the strategy contributed to achieving – or not – expected output and outcome level results in the concerned	<ul style="list-style-type: none">Analysis of results data from UNICEF M&E systems at CP levelFeasibility assessment, given scale of UNICEF assistance and challenges addressed;	<ul style="list-style-type: none">Extent of achievement towards targets, disaggregated by target group/geography where availableExplanations for performance/under-performance	<p>Key UN and UNICEF/Implementing partner documentation for relevant strategies including (but not limited to)</p> <ul style="list-style-type: none">UNDAF/CP/CPAP and associated results frameworks, Mid Term Reviews, annual

<p>programming areas?</p> <p>To what extent was the strategy more or less effective due to the synergy with other strategies it was combined with in the framework of the CP?</p> <p>To what extent has the strategy contributed to reducing bottlenecks and barriers determining equity gaps affecting vulnerable children in the correspondent programme areas?</p> <p>What were the main factors that promoted or hindered the effectiveness of the strategy?</p>	<ul style="list-style-type: none"> Mapping of risk analyses undertaken/ mitigation measures implemented; Systematic documentary / data review, particularly of UNICEF M&E systems and data Structured desk analysis of four selected strategies Semi-structured interviews with UNICEF staff, and partners; Partial contribution analysis to determine progress against intended results and pathways generated 	<ul style="list-style-type: none"> Contribution of individual strategy areas to results achieved at aggregate level across the portfolio Evidence of any enhancements of results arising from coherence across / integration of programming areas Contribution of UNICEF results achieved in relevant programming areas to national indicators on vulnerability and equity Contribution of UNICEF results and programming activities to improving the policy environment for the realization of child rights Contribution of UNICEF results and programming activities to improving advocacy capacity for the realization of child rights Explanatory factors, to arise from analysis. 	<p>reports and other assessments , monitoring reports, evaluation reports/reviews, meeting minutes, terms of reference for evaluations or studies, project reports/analyses</p>
EFFICIENCY			
<p>How well has strategy implemented been managed in the concerned programme area?</p>	<ul style="list-style-type: none"> Systems analysis of management strategies Financial analysis – spend per strategy/intervention; Systematic documentary / data review, particularly of UNICEF M&E systems and data Semi-structured interviews with UNICEF staff, and partners 	<ul style="list-style-type: none"> Timeliness of delivery of concerned programme area compared to anticipated timelines Extent of any delays incurred, and reasons for this Extent to which instruments/modalities/delivery mechanisms and M&E processes delivered against their stated intentions Extent to which management systems support 	<p>Key UN and UNICEF/Implementing partner documentation for relevant strategies including (but not limited to):</p> <ul style="list-style-type: none"> Strategy reports, Mid Term Reviews, analyses, monitoring reports, evaluation reports/reviews, financial documentation including budgets, M&E systems reports/data,

		or hinder the realization of results, including M&E systems	
To what extent is the strategy cost-efficient?		<ul style="list-style-type: none"> Relative cost-efficiency of financial instruments/modalities/delivery mechanisms and M&E processes Evidence of efforts to achieve efficiency gains and savings e.g. through procurement and HR. 	
If the Country programme had a reduced budget, how should strategies across all the concerned programme areas be re-shaped to be cost-efficient?		<ul style="list-style-type: none"> A conclusions question, to arise from analysis 	
SUSTAINABILITY			
Did the strategy contribute to promote ownership over the different programme areas and correspondent results by national stakeholders?	<ul style="list-style-type: none"> Systematic documentary review, applying structured tools Semi-structured interviews (UNICEF staff and partners) Interviews with key informants, particularly national representatives 	<ul style="list-style-type: none"> Extent to which any aspects of programming have been adopted into national programming/strategies/budgets Extent to which any benefits of UNICEF's investment have continued / are likely to continue should funding cease or be reduced 	<ul style="list-style-type: none"> Key national strategies and plans in relevant strategy areas e.g. Resolutions/laws, decisions/orders of the Cabinet of Ministers, strategies, plans and budgets, ToRs for relevant structures, committees or groups, meeting minutes <p>Key UN and UNICEF/Implementing partner documentation for relevant strategies including (but not limited to)</p> <ul style="list-style-type: none"> Strategy annual reports, analyses and situation reports, strategy design documentation, monitoring reports, evaluation reports/reviews, meeting minutes, terms of reference, etc
Did the strategy lead to improvement in the allocation and use of resources in the concerned programme area?		<ul style="list-style-type: none"> Extent to which any national budgeting and financial allocations have been redirected to target vulnerable groups also targeted by UNICEF programming Evidence of any national intentions to redirect resources for greater targeting of vulnerable groups also targeted by UNICEF programming 	

● IMPACT			
To what extent has the strategy contributed to achieving (or not) the expected impact level results in the concerned programme areas?	<ul style="list-style-type: none">● Analysis of results data from UNICEF M&E systems● Analysis of national indicator data● Systematic documentary review, applying structured tools● Semi-structured interviews (UNICEF staff and partners)	<ul style="list-style-type: none">● Evidence of changes in the lives of beneficiaries of UNICEF programming (according to impact-level results defined by the strategy area)● Volume of any beneficiaries affected (disaggregated by gender, region etc)● Explanations for results achieved	<ul style="list-style-type: none">● Key regional, national and international results reporting e.g. MDG reports, annual poverty and vulnerability reports/economic well-being reports, CRC Concluding Comments, HDI reports,● UNICEF/Implementing partner reports e.g. monitoring data, reviews and evaluations, annual reports, UNDAF reporting, case studies.
To what extent has the strategy contributed to reducing the equity gaps in the correspondent programme area in favour of vulnerable children?		<ul style="list-style-type: none">● Evidence of reduction in equity gaps relevant to and defined by the strategy area● Explanations for any reductions in equity gaps	
● HRBAs			
To what extent have HRBAs (and, in this framework, the equity focus and gender mainstreaming) been applied across all the concerned programming areas?	<ul style="list-style-type: none">● Systematic documentary review, applying structured tools● Semi-structured interviews (UNICEF staff and partners)	<ul style="list-style-type: none">● Voice of rights holders reflected in strategy / country programme design through representations of / consultation with vulnerable and excluded groups● Country programme / strategies provide an explicit response to the needs and priorities articulated by rights-holders in Uzbekistan● Country programme / strategies are comprehensively gender-mainstreamed from design through to implication and results reporting● Country programme / strategies take an explicitly equity focus, from design through to implementation and results reporting	<ul style="list-style-type: none">● Key national strategies and plans as above; key national analyses, including poverty and vulnerability analyses; key national and international decisions/directives, key reports including MDG reports, CRC concluding comments, <p>Key UNICEF/Implementing partner documentation for relevant strategies including (but not limited to)</p> <ul style="list-style-type: none">● Analyses/situation reports, annual reports, strategy design documentation, monitoring reports, evaluation reports/reviews, meeting minutes, terms of reference, etc

COHERENCE			
To what extent is the strategy coherent with national strategies in the concerned strategy areas?	<ul style="list-style-type: none">• Systematic documentary review, applying structured tools• Mapping of strategy and programming areas• Analysis of theories of change (intersections and overlaps)• Semi-structured interviews (UNICEF staff and partners)	<ul style="list-style-type: none">• Extent of alignment with national strategies• Reflection of national strategies and plans within key strategy and programming documents• Extent to which strategy and programme areas results frameworks are geared to the realization of national results	<p>Key national and regional plans, strategies, budgets and results frameworks, data and reports; key national and international decisions/directives;</p> <p>Key UN and UNICEF/Implementing partner documentation for relevant strategies including (but not limited to)</p> <ul style="list-style-type: none">• UNDAF/CP/CPAP and associated results frameworks, Mid Term Review, annual reports, analyses and situation reports, strategy design documentation, monitoring reports, evaluation reports/reviews, meeting minutes, terms of reference, etc
To what extent is the strategy applied in a way that facilitates synergies and avoids overlaps and incoherencies with strategies applied by other development partners?		<ul style="list-style-type: none">• Extent to which strategies are geared towards, and feature within, the UNDAF• Extent of explicit alignment of both strategies and programming areas with those of key development partners• Evidence of synergetic activity with key development partners in strategic and programming areas	
To what extent are the different strategies applied in the same sub-national location (in the different programme areas) coherently linked to each other?		<ul style="list-style-type: none">• At sub-national level, extent of coherence across strategies and programme areas including gearing to any intended sub-national level results• Presence of cross-cutting issues such as equity and social inclusion across strategies and programming areas and accountability (results) frameworks and reporting• Extent of integration (in both design and practice) across strategy areas and programming at sub-national level	
CONCLUSIONS/CP LEVEL			
Summary assessment against evaluation criteria		To be derived from overarching analysis	N/A – to arise from overarching analysis

To what extent is the overall portfolio of strategies applied throughout the CP relevant given the evolving socioeconomic and institutional situation?			
To what extent does the choice of partner and locations for implementing the strategy facilitate an approach that is coherent with the HRBA, the focus on the most vulnerable, as well as with considerations of effectiveness, efficiency and sustainability?			
What have been the overarching results of the portfolio in terms of its contribution to the realisation of child rights, particularly those of the most vulnerable, in Uzbekistan?			
What are the main implications for the next iteration of the CP, going forward?			

Annex 4: Data Collection/Analysis Framework and Interview Guides



Analytical Framework
UNICEFUzbekistanV1.



UNICEF UCO
FORMER STAFF FINA



UNICEF UCO
PARTNERSHIP FINAL.



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FINAL.doc

Annex 5 Field mission schedule / key interviewees

FULL MISSION PROGRAMME
of UNICEF Country Programme Evaluation Consultants
Ms. Julia Betts and Ms. Gurcharan Virdee
visit to Uzbekistan during September 29th -October 8th, 2014

Ms. Julia Betts		Ms. Gurcharan Virdee	
Monday, September 29 th 2014			
9:00-11:20 Introduction to Country Programme & Logistics (Silvia Mestroni, Zokir Nazarov and Kamolakhon Rakhmanova)			
11:30-12:30 Meeting with Mr. Robert Fuderich (UNICEF Representative)			
14:00-14:45 Meeting CP Evaluation Management team (Silvia Mestroni, Zokir Nazarov, Kamolakhon Rakhmanova, Odil Abdurakhmanov)			
14:50-15:20 Interview with Mr. Odil Abdurakhmanov (UNICEF focal point, Cabinet of Ministers)			
15:30-16:30 (in UNICEF) Komolakhon Rakhmanova (UNICEF Social Policy Officer) –Building Capacity of NGOs/CRM -Presence at sub-national level		15:30-16:30 (in UNICEF) Bakhodir Rakhimov (UNICEF Nutrition Officer/WASH) Svetlana Stefanet (UNICEF, Chief of Health) - Hygiene Championship Initiative	
17:00-17:50 (in UNICEF) Shakhlo Ashrafhanova (UNICEF Child Protection Officer) Pilar Gonsalez (UNICEF Chief of Child Protection) -Child Care Reform		17:00-17:50 (in UNICEF) Vazira Nazarova (UNICEF Education Assistant) - Inclusive Education	
18:00-18:50 (in UNICEF) Pilar Gonsalez (UNICEF Chief of Child Protection) -Child Labour, J4C			
Tuesday, September 30 th 2014			
09:00-10:00 (in UNICEF) Nasiba Mirodilova (National Association of Non-governmental Non-commercial Organizations of Uzbekistan, Deputy Chair) Inqilob Yusupova (Asociation for Support to Families and Children, Director) - Building Capacity of NGOs/CRM		09:00-10:00 (in UNICEF) Kasymov Rauf (Republican Center for Sanitary and Epidemiology Surveillance, Head of main department of school sanitation) Kim Zinaida (Specialist, Central In Service Teachers Training Institute) - Hygiene Championship Initiative	
10:20-11:20 (in UNICEF)		10:20-11:20 (in UNICEF)	

Matlyuba Umurzakova (SOS Children Villages) Gulchehra Nigmatjanova (SOS Children Villages, Advocacy Officer) - Child Care Reform	Gulnara Saidova (Special Olympics, Director) Anna Antipina (Project Coordinator, Special Olympics) - Inclusive Education
11:30-12:30 (in UNICEF) Khuri Kalbaeva (Head of Social Protection and Rehabilitation department, MOPE) – Inclusive education and Child Care Reform	
13:30-14:20 (in UNICEF) Farhod Atadjanov (UNICEF Consultant) Sherzod Hoshimov (UNICEF Consultant) - DRR	13:30-14:20 (in UNICEF) Ulugbek Olimov (UNICEF Social Policy Officer) -Social Allowances
14:30-15:50 (in UNICEF) Alimova Vasila (Director, Republican Center for Social Adaptation of Children) Akhunova Matlyuba (Director of Educational Centre, Fund “ Sen Yolgiz Emassan”) Latipova Nodira (Head of Social Sciences Department, National University of Uzbekistan) - Child Care Reform	14:30-15:30 (in UNICEF?) Bahodir Sharapov (Ministry of Labour and Social Protection, Head of Department/SPIG member) Alexandr Navotniy (Ministry of Labour and Social Protection, Head of Department/SPIG member) -Social Allowances
16:00-16:50 (in UNICEF) Yulia Narolskaya (UNICEF Education Officer) - CFS/QBE	16:00-17:00 (in UNICEF) Tursun Akhmedov (Director of Institute for Social Research/SPIG member) Adiba Nuritdinova (SPIG Secretary) -Social Allowances
17:00 – 18:00 (in UNICEF) Rizbay Juraev (Scientific Research Institute of Pedagogical Sciences, Professor) Maruf Abdukadirov (Chief Monitoring Expert, Republican Education Center) Nargiza Rakhmankulova (Central Teachers In-Service Training Institute, Deputy Rector) - CFS/QBE	17:10 – 18:00 (in UNICEF) Eleonora Fayzullaeva (UNICEF ECD Officer) Maksim Fazliddinov (UNICEF C4D Officer) -ECE
Wednesday, October 1st 2014	
09:00-10:20 (in UNICEF) Zokir Nazarov (UNICEF, M& E Officer) Silvia Mestroni (UNICEF M&E Specialist) -Evidence Generation Strategy, Presence at Sub-National level	
10:30-11:30 (in UNICEF) Kamola Safaeva (UNICEF Health Officer) Svetlana Stefanet (UNICEF, Chief of Health) -Immunization	10:30-11:30 (in UNICEF) Silvia Mestroni (UNICEF M&E Specialist) -Child Labour
11:40-12:40 (in UNICEF) Safinas Ahaeva (UNICEF, Juvenile Justice officer) -Justice for Children	11:40-12:40 (in UNICEF) Fakhriddin Nizamov (UNICEF Health Officer) Svetlana Stefanet (UNICEF, Chief of Health) -MCH
14:00-15:00 (in UNICEF)	

<p>Maksim Fazlitdinov (UNICEF C4D officer) -C4D Strategy Overall Overview 15:30 – 17:00 (in UNICEF) Robert Fuderich (UNICEF Representative)-to be confirmed Berina Arslanagic (UNICEF Deputy Representative) Zokir Nazarov (UNICEF, M& E Officer) Silvia Mestroni (UNICEF M&E Specialist) -Stock Taking meeting</p>	
<p>Thursday, October 2nd 2014</p>	
<p>9:00-10:00 (in Ministry of Emergency) Fahridin Guliyamov (Head of Department, Ministry of Emergency) -DRR</p>	<p>9:00 – 10:00 (in MOH) Laziz Tuychiev (Deputy Minister, MOH) -MCH</p>
<p>10:30-11:50 (in UNICEF) Dilorom Tursunova (National EPI coordinator, MOH) Bakhtiyor Hoshimov (Head of Finance department, MOH) -Immunization</p>	<p>10:30-11:50 (in UNICEF) Mirjalilova Sabohat, (Head of Pre-School Department, MOPE) Ozoda Parpibaeva (Deputy Head, Women's Committee) Hamidova Mukhiba (Senior Specialist, Women's Committee) -ECE</p>
<p>12:00-13:00 (in UNICEF?) Shokhruh Shorahmedov (Head of Social Sector Financing, Ministry of Finance) -Immunization, MCH, Social Allowances/SPIG member</p>	
<p>14:00 – 15:00 (in UNICEF) Fayzulla Ahmedov (Head of Department of Organization of Educational Establishments, MOPE) -CFS/QBE, DRR, Child Labour, Hygiene Championship</p>	
<p><u>Departure to Ferghana and Samarkand</u> 15:30-19:00</p>	
<p>Friday, October 3rd 2014 (Field Visits)</p>	
<p>Ferghana</p>	<p>Samarkand</p>
<p>9:00-10:00 Mavlyuda Khodjaeva (Deputy Governor (Khokim) and Chair of Women's Committee of Ferghana region) -Presence at Sub-national Level, ECE</p>	<p>9:00-10:00 A'lam Ibragimov (Deputy Rector of Samarkand Branch of In Service Teachers Training Institute) -CFS/QBE</p>
<p>10:30-11:30 IWG group members -Presence at Subnational Level</p>	<p>10:30-11:30 Mamatkul Azizov (Director, Regional Multiprofile Children Hospital) -MCH</p>
<p>12:00-13:00 Zikirullo Teshabaev (Head of Regional Branch, MOPE) Nargiza Hudaynazarova</p>	<p>12:00-13:00 Yusup Mukhamadiev (Deputy Head of Regional Department, MOPE) Asolat Ergasheva (Head of school hygiene</p>

(Coordinator of CFS/QBE project) -CFS/QBE and Hygiene Championship	department, Center for Sanitary and Epidemiology Surveillance) -Hygiene Championship
14:00-15:00 Shahobiddin Kuchkarov (Deputy Head of Regional Department, MOH) -MCH	14:00-15:00 Munira Klebleeva (Inspector for pre-school education, MOPE) -ECE
	15:30-16:30 Kukanyants Galina (FCSS Samarkand, Senior Social Worker) -Child Care Reform
Monday, October 6th 2014	
<p>Skype interview with Mr. Hayrullo Malikov (UNICEF Social Policy Officer)</p> <p>Skype/In person Interview with Sheila Marnie (UNDP Social Policy Specialist)</p> <p>Consolidating findings</p>	
Tuesday, October 7th 2014	
9:00-10:00 (in UNESCO) Krista Pikkat (UNESCO Representative) -Partnership with UN	9:00-10:00 (in EU Delegation) Dominique Wauters (Delegation of the EU to Uzbekistan, Head of Cooperation Section) -Partnership with EU
10:30-11:30 (in World Bank) World Bank Representative -Partnership with UN	10:30-11:30 (in WHO) Asmus Hammerich (WHO Representative) -Partnership with UN
<p>12:00-13:00 (in UNICEF) Damira Tukhtasinova (“Kalb Nuri” NGO) -ECE and Building Capacity of NGOs/CRM</p>	
14:00 -15:00 (in UNICEF) Aziz Mirzaev (Acting Director, Research Center under Supreme Court) -J4C	14:00 -15:00 (in UNICEF) Kamilov Assomidin (Former Deputy Minister, MOH) -MCH
15:30-16:30 (in UNICEF) Samandar Astonov (General Prosecutor’s Office, Head of Department) Gulchekhra Nigmatdjanova (SOS Children Villages, Advocacy Officer) - J4C	15:30-16:30 (in UNICEF) Dilorom Akhmedova (Republican Specialized Medical Center, Director and Former Head of MCH department of MOH) Saidmurad Ismailov (Head of MCH department, MOH) -MCH

17:00-18:00 (in UNAIDS) UNAIDS Representative -Partnership with UN	17:00-18:00 (in UNFPA) Karl Kulesh (UNFPA Representative) -Partnership with UN
Wednesday, October 8th 2014	
9:00-10:00 (in RC Office) Stefan Prisner (UNDP representative and RC) -Partnership with UN	
10:30-12:00 Consolidating Findings	
14:00-15:00 Debriefing meeting with Robert Fuderich (UNICEF Representative) and Berina Arslanagic (Deputy representative)	
15:30-17:00 Debriefing meeting with UNICEF staff members	

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* Timing is tentative and for illustrative purposes. Exact timing to be confirmed lately.