

TAJIKISTAN

Evaluation of UNICEF Tajikistan's work in priority districts during the 2010-2015 Country Programme

Final Evaluation Report (vol.2)

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Prepared for UNICEF Tajikistan
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Annex 1 – Terms of Reference

BACKGROUND

Tajikistan is the only remaining low income country in the Central and Eastern Europe and Commonwealth of Independent Countries (CEECIS) region (GNI per capita of US\$990 in 2013)¹. Its economy has a narrow domestic base, relying heavily on remittances from migrant labourers (47.5% of GDP)². This makes the country and its children, who form more than 42% of the population, vulnerable to external shocks, such as the global crisis of 2009 and the 2014-2015 Russian economic crisis.

Income poverty has fallen significantly, from 96% in 1999 to 47% in 2009³. Government estimates that income poverty has declined further to 32% in 2014⁴. However, childhood deprivation remains widespread. A Multiple and Overlapping Deprivation Analysis based on the 2012 Demographic and Health Survey shows that 89% of children aged 0-4 face at least one deprivation and 35% of children of this age group have three or more deprivations in the dimensions considered⁵. Tajikistan's children are highly vulnerable to natural and man-made disasters, with frequent earthquakes, mudflows, landslides, floods and internal and external tensions that pose threats to peace and stability⁶. Government's capacity to respond to humanitarian crises is limited and household coping capacity is constrained, partly as result of widespread labour migration⁷.

Legal Framework

The Convention on the Rights of the Child (CRC) is the UNICEF's guiding frame of reference, and provides a legal foundation for the ethical and moral principles that guide organization's work for children. The other keystone of the organisation's mandate and mission is the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW). Both the CRC and the CEDAW comprehensively address the social, economic, cultural, civil and political rights of children and women. The scope of UNICEF involvement therefore includes areas of concern with any or all of these categories of rights.

Tajikistan ratified CRC and CEDAW in 1993 and is legally bound to fulfil its terms by promoting and protecting the rights of children and women.

The UNICEF country programme for 2010-2015 is aligned with key Government of Tajikistan policies and strategies, in particular the National Development Strategy, the Living Standards Improvement Strategy and relevant sector strategies and policies. The programme results were also aligned with the Mid-Term Strategic Plan of UNICEF. The Country Programme Action Plan 2010-2015 (CPAP) signed by the Government of Tajikistan (GoT) and UNICEF, provides the legal and substantive basis of relationship between the GoT, the Local Governments and UNICEF.

Furthermore, the UNICEF initiative to work in priority districts is in line with one of the key objectives of the National Development Strategy of Tajikistan (2010-2015) that aims at creation of an effective public administration. This includes activities that support formation of local self-governance capable

¹ GNI per capita, Atlas method (current US\$), 2013 - <http://data.worldbank.org/country/tajikistan>

² Personal remittances, received (% of GDP), 2012 - <http://data.worldbank.org/indicator/BX.TRF.PWKR.DT.GD.ZS>

³ Based on a country-specific poverty line - <http://data.worldbank.org/country/tajikistan>

⁴ President's Speech to Parliament, 23 January 2015 - <http://www.prezident.tj/en/node/8141>

⁵ Dimensions: Health, Nutrition, Education, Child Protection, Water, Sanitation, Housing, Information.

⁶ Central Asia Multi-Hazard Risk Report. Maplecroft, 2014.

⁷ The Impact of Labour Migration on Children and Families Left Behind. UNICEF, 2011

to provide qualitative services to the population: 1) distribute functions and authorities for services provision following the subsidiarity principle; 2) define property of local self-governance according to the functions and impose/fix property rights; 3) develop financial autonomy of local self-governance according to its functions; 4) strengthen capacity of local self-governance to address issues of local importance.

The “Living Standards Improvement Strategy of Tajikistan for 2013-2015”, developed within the framework of the “National Development Strategy up to 2015”, entails implementation of strategic and priority areas of national economic and social development. The action plan developed to achieve the objectives of the LSIS contained different activities and results by sectors, including: Education, Health and Gender Equality and etc.

All these activities fit well with the commitments made by the government under Convention on the Rights of the Child (CRC) and Convention on the Elimination of All forms of Discrimination Against Women (CEDAW). Nevertheless, in spite of the Government of Tajikistan’s efforts to create favourable conditions of life for all society members, there are inequities remaining in the Tajik society leading to marginalization of some of the most vulnerable populations. For instance, persons with disabilities do not have full and equal access to public services, there are no participation mechanisms to enable persons with disabilities to raise their voices and influence the decision making process. Inequity is noticeable with regard to men and women’s participation in society. It relates to participation in decision making in the family, in the community and the governance systems. Moreover, women have less opportunity for employment, although migration of men forces women to be employed in hard work, in particular in the agriculture sector. Government resources are distributed unevenly, without consideration to the needs of socially excluded or marginalized groups of the society. Quality public services (education, health services, electricity supply, water and sanitation) are not available throughout the country, at the same time geographical inequity is obvious as people living in the cities have better access to services compared to those living in rural areas.

UNICEF is actively engaged in policy reforms in Tajikistan through its close partnerships with Government institutions and civil society organizations. Partnerships are about promoting child rights in Tajikistan and creating an enabling environment for children to realise their rights fully. National level partnerships are directed towards provision of support in the design and revision of national level frameworks and systems to better respond to the needs of women and children in Tajikistan, in particular those who are most at risk and vulnerable. These partnerships imply capacity development as well, enabling state institutions and civil society organizations to better perform their roles and provide quality services.

The following examples articulate UNICEF’s engagement in policy reforms in Tajikistan: contribution to implementation of the social protection reforms through technical support in drafting the new country social protection strategy, partnerships in creating better frameworks for social protection service provision, joint actions towards allocation of financial resources to increase the size of benefits for children with HIV, advocacy for the design and revision of legislation regulating child rights implementation in the country, putting in place partnerships to reduce the number of out of school children.

During more than two decades’ of its work in Tajikistan, UNICEF has tried to define the most effective and efficient approaches to programme implementation which would support more rapid progress towards the intended results. At the beginning of the current programme cycle (2010-2015) it was decided to focus UNICEF’s work on a select number of districts, in order to:

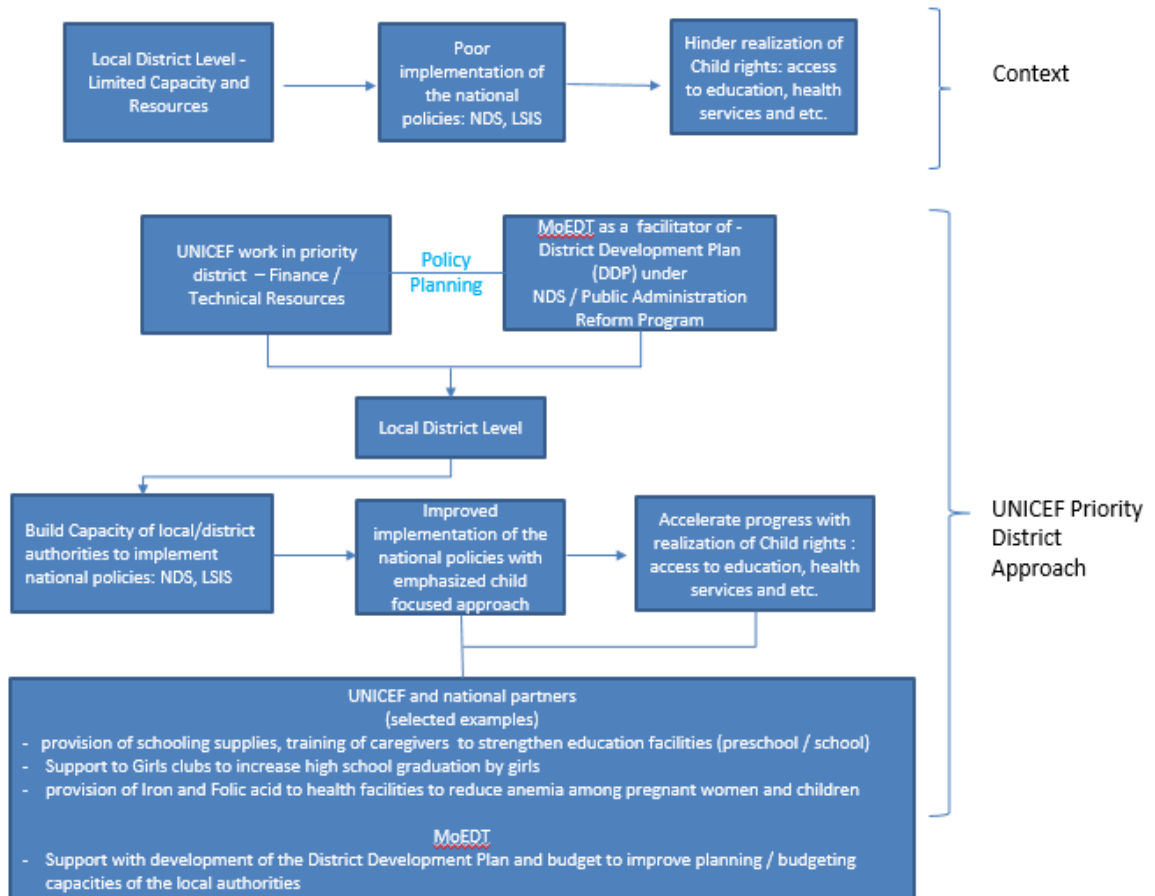
- a) direct scarce resources to a selected number of districts to achieve more tangible results;

- b) support local level service provision with improved access of children and women to the basic services demanded;
- c) enhance local capacities, in particular within the local government, to effectively manage service provision for vulnerable groups of population;
- d) demonstrate partnerships at the local level in mainstreaming child rights in local data collection/analysis, planning and budgeting;
- e) feed national level policy advocacy and dialogue with evidence and feedback from the local level.

It was expected that through above strategies and results the environment at the local level would be improved and would provide greater opportunities for implementation of the child rights.

The theory of change considered that limited local capacity and limited local resources at district level were key bottlenecks to progress towards child rights in Tajikistan. It also saw poor implementation of national policies and strategies at the local level as an obstacle to child rights realisation. It proposed that targeting UNICEF financial and technical resources on a smaller number of districts and strengthening linkages between national policy initiatives and local level implementation would accelerate progress towards the improvement of the situation of children in target districts and beyond.

Schematic of the Theory of Change



In line with this theory of change, UNICEF selected 8 target districts in 2010 (amongst 68 districts): Panjakent, Bobojon Ghafurov and Isfara from Sughd Province; Rasht among the Districts under Direct Subordination; Shughnon from Badakshan Mountainous Autonomous Province (GBAO); Kulob, Panj and Qabodiyon from Khatlon province. In 2011 another four districts were added: Ayni and Istaravshan in Sughd Province, Murgob in GBAO and Rumi in Khatlon Province. These districts were chosen based on considerations around childhood deprivation, but also looked at feasibility of a UNICEF partnership with the districts in question. Memoranda of Understanding (initially from 2010-2011 and later from 2012-2015) were signed between UNICEF, Ministry of Economic Development and Trade of the Republic of Tajikistan and Local Governments of 12 abovementioned districts aiming at a coordinated partnership towards implementation of activities based on children's priorities.

The Mid-Term Review in 2013 found that good progress was made in terms of decentralized service delivery for children, but noted limited progress in developing a partnership with the 12 priority districts that helps to focus district planning and budgeting on child-related issues. This, it judged, was mainly a result of limited staff capacity to accompany districts in an intensive process of joint situation analysis, planning, budgeting and monitoring and evaluation of interventions for children. After due consideration in the MTR process, the decision was made to continue decentralized service delivery in the 12 districts, but to focus on three districts to pursue the benefits of a child-focused partnership around planning and budgeting processes. The intention was to subsequently use the results achieved in these three priority districts to demonstrate the benefits and the viability of this approach to other Local Governments and to central government, with the aim of scaling up the demonstrated model sustainably.

The three districts chosen for this new strategy were Kulob, Rasht and Isfara, where work along these lines was initiated in 2013. Partnerships in these three districts vary from partnerships in other target districts with additional situation analysis and studies on child rights; localized partnership with Ministry of Economic Development and Trade (MEDT) on mainstreaming child rights into local development planning process; capacity development on setting up a more comprehensive local level M&E for development planning; wider implementation of service delivery component for children and women; and better coordination and partnership with other stakeholders.

Key stakeholders

MEDT is the main UNICEF partner in application of child rights mainstreaming approach within local level planning process in the pilot districts. MEDT will contribute to the evaluation process through its programme specialists involved in local level planning. MEDT (at the Deputy Minister level) will also represent the Government in the evaluation Steering Committee (SC) and participate in the process of design, implementation and finalization of the evaluation process.

Selected district government representatives will contribute to the evaluation process as key informants providing feedback based on their previous experience of partnerships with UNICEF and other development partners.

UNDP who is actively engaged in local level planning and development as well as other UN agencies as partners engaged in local level partnerships and interested in the evaluation findings will also participate in the evaluation process.

Use of the Evaluation

The evaluation findings and recommendations are expected to inform the work of UNICEF Tajikistan, Government and UN partners and stakeholders at national and local level about the design of the district level approach and the types of partnerships required to accelerate results for the most

marginalized children at the district level. In particular, the evaluation will inform the design of more specific strategies and interventions at the district level in the context of the joint work plans of the new Country Programme (2016-2020) that will be worked on and refined throughout the remainder of 2015. It is important that the new country programme is informed by lessons learnt from the previous period. As working at the decentralized level remains one of the key strategies of UNICEF in Tajikistan, it is important to assess to what extent its approach to working at sub-national, district level was effective and contributed to achievement of results related to child rights.

Other development partners (including UN agencies) active in implementation of district level interventions in Tajikistan are expected users of the evaluation results as well. They can consider UNICEF's lessons learnt and recommendations in further improving sub-national strategies and partnerships. The results of the evaluation will be also used by the MEDT and Local Governments of the Republic of Tajikistan to improve local level partnerships, mechanisms, interventions and related policies and strategies as relevant in order to accelerate achievement of results for children. For this purpose UNICEF Tajikistan invites an international evaluation consultant for a short-term evaluation assignment.

OBJECTIVE

The main objective of this evaluation:

- To assess UNICEF's local geographical targeting approach in Tajikistan in order to inform the design of the new country programme action plan and related strategies at the decentralized level and to recommend ways to enhance its programme implementation and partnerships to achieve greater results.

The specific objectives are:

- To assess how UNICEF was effective in directing its resources to a selected number of districts to achieve more tangible results.
- To assess how UNICEF's support enhanced local capacity, in particular within the local government, to effectively manage service provision for children and women.
- To assess the extent to which the UNICEF supported strengthening of local level service provision improved access of children and women to the basic services demanded.
- To assess the partnership established at the local level in mainstreaming child rights in local data collection/analysis, planning and budgeting;
- To assess the extent to which the UNICEF work with priority districts fed national policy advocacy and dialogues with evidence and feedback from the local level.

SCOPE OF WORK

The evaluation will focus on UNICEF Tajikistan's decentralized programme implementation approach. Decentralized approach to programme implementation implies UNICEF's partnerships at the district level to improve conditions for children and women. The evaluation covers the following:

- Review of achievements and progress of the initially set targets
- Assessment of relevance, efficiency, effectiveness, impact and sustainability of UNICEF's local level work in Tajikistan.
- Document lessons learnt and propose recommendations for further improving UNICEF's local level partnerships and related programme implementation modalities.

The evaluation will not focus on the progress of any UNICEF sector-specific programmes or projects, it rather will look at UNICEF's approach and progress as a whole. At the same time it is suggested for

the evaluation to focus on two selected target districts (Istaravshan & Rasht) and one not-target districts (Hisor) which provides an opportunity for a comparative analysis of UNICEF's approach at the local level.

The evaluation will cover the period of 2010 – 2015 which is in line with the current UNICEF programme cycle and in its final year of implementation.

The consultant will work under the direct supervision of the Deputy Representative of UNICEF in Tajikistan, with M&E Specialist as a focal point, and oversight provided by the Evaluation Steering Committee and will implement the following tasks:

- Study UNICEF country programme documents and reports for the current programme cycle
- Review relevant national policy documents: National Development Strategy and Living Standards Improvement Strategy of Tajikistan
- Analyze and describe UNICEF's approach to working at sub-national level during the current programme cycle
- Prepare an inception report about findings and evaluation methodology and present to UNICEF staff for consultation, coordination and approval
- Conduct an objective, independent evaluation and present the draft report to UNICEF staff
- Prepare and submit the final evaluation report, integrating comments from UNICEF, stakeholders and the CEE/CIS Regional Facility for M&E

Questions

The following questions indicate the topics UNICEF would like to see covered in the evaluation. These questions may be refined in the inception phase, in consultation with UNICEF and stakeholders.

Relevance

- To what extent was the idea of geographical targeting relevant in the country context, particularly taking into account Tajikistan's centralized governance system?
- To what extent the approach was aligned with the country policies and needs at the time it was designed?
- To what extent do the target districts allow a focus on the most deprived children in Tajikistan?
- Do the assumptions in the Theory of Change underlying UNICEF's geographical targeting approach hold?
- To what extent were Government and non-governmental stakeholders as well as development partners consulted and in agreement with UNICEF's geographical targeting?
- How the decentralization does contributes to advancing equity agenda?

Efficiency

- To what extent was UNICEF successful in focusing its resources on the target districts?
- Was it possible to direct all programmes to the target districts? What obstacles were encountered?
- Were UNICEF resources (human, financial) sufficient to implement partnerships at the local level?
- To what extent did the three local field monitors facilitate the implementation of the geographical approach?
- To what extent were synergies achieved between different aspects (education, child protection, health and nutrition) of the country programme operating in the same localities?
- How do local authorities value the quality of the partnership? Is this different between the three focus districts chosen at the time of the MTR and the other target districts?

- To what extent were monitoring systems established to track the impact of the geographical targeting approach?
- To what extent have the programme been innovative in child rights programming? If so, can conclusions be drawn on using these innovations or the approach in general in similar contexts?

Effectiveness

- To what extent have the following child rights issues: children's access to public services (health, education, and social protection), children's opinions and gender equality been integrated in local planning and budgeting processes?
- To what extent the approach was effective in identifying and addressing the different needs/rights issues of boys and girls?
- Has local implementation of national strategies and policies improved as a result of UNICEF's approach? Following documents to be considered: National Development Strategy for 2006-2015, Poverty Reduction Strategy for 2010-2012, Living Standards Improvement Strategy for 2013-2015, National Health Strategy for 2010-2020, State programme on development of education for 2010-2015.
- Is there a demonstrable improvement in state capacity related to child rights in the target districts?
- Are results achieved similar in all districts? Which districts perform better/worse and for what reason?
- To what extent have the decentralized approach contributed to strengthening child rights monitoring at the local level?

Impact

- Can a demonstrable impact on children (girls and boys separately) be documented in the target districts?
- Can demonstrable impact on service delivery to children be documented in the target districts?
- To what extent have achievements in the target districts fed into national level policy dialogue and supported the environment for implementation of child rights?
- To what extent have achievements in target districts been documented and scaled up to non-target districts?

Sustainability

- To what extent has UNICEF been successful in ensuring that improvements in local capacity will be sustained beyond the current programme cycle?
- What capacities have been built at institutional level and were they sustainable?
- How the service delivery mechanisms in the target districts ensure improved access to public services for women and children in a sustainable manner?
- How integration of child rights issues in local planning is made sustainable?

METHODOLOGY

The evaluation will strictly follow the UN standards and principles of evaluation and respond to the evaluation criteria - relevance, efficiency, effectiveness, impact, and sustainability. To prevent conflict of interest and to ensure the impartiality and absence of bias, the methodology will consider the method of Triangulation, i.e. the evaluation will use an appropriate mix of quantitative and qualitative data with participatory elements to ensure validity and reliability of the programme data and information.

The detailed methodology will be developed by the evaluators in line with the United Nation Evaluation Group (UNEG) Norms and Standards (<http://www.uneval.org>) and in close consultation with UNICEF. The considerations about ethical principles required in this particular assignment have to be described in the inception report.

UNICEF's intervention and its logical framework is evaluable and has been designed with clear indicators, targets, expected results and outcomes. Baseline data is available through the administrative statistics but might not sufficiently respond to the needs of the evaluation process. UNICEF M&E system will provide support in filling the data gaps to extent possible. Available disaggregated data, in particular those obtained through the surveys and studies are reliable.

The evaluator is expected to conduct field visits and hold focus group discussions and interviews with the stakeholders and implementing partners. He/she is also encouraged to use available secondary data and information outlined below as well as data from other published sources or research / studies for triangulation and validation of the information.

Limitations to the evaluation

There are several imitations to the evaluation which can impede the process.

- Local level data might not be available in a disaggregated form necessary to support the evaluation process. Existing and available data is not always of a good quality.
- Capacity of Government officials, in particular in data collection for children's needs is not sufficient and there is a lack of full-fledged systems for data collection and analysis. Child rights related indicators used for data collection within the sectorial statistics are not always linked with the outcomes, they mostly support data collection at output and activity levels.
- There are no systems for measuring outcomes, and lack of a unique and coordinating body for data collection and analysis on child rights.
- In the summer of 2015, Tajikistan has been affected by an emergency due to mudslides. This requires mobilization of resources by UNICEF and partners to the emergency for the foreseeable future. This emergency will affect mobility and access to some of the districts. The response may also, understandably, distract attention of the partners on the ground. As the situation evolves, the choice of target districts to include in the evaluation may change last minute hence requiring some level of flexibility. UNICEF will strive making timely decisions on this to facilitate a smooth process of evaluation.

Geographical coverage

In order to answer the evaluation questions, the evaluator will have to visit at least three districts (eg. Hisor, Istaravshan and Rasht districts), of which Rasht are from the sub-set of districts where intensified work took place to integrate child rights into the planning and budgeting process and Hisor district is the one that was not targeted by UNICEF and can be visited for "counterfactual" comparison. Visiting all twelve target districts is cumbersome, limiting only within the three target districts will create a sufficient sample size as the same partnership mechanisms are put in place in all target districts.

Process

The ***Inception phase*** is the first stage of the evaluation enabling the Evaluation consultant to develop an evaluation framework with reference to the ToR. The consultant will develop a detailed methodology with the key elements listed above. The consultant will elaborate indicators to identify the

means of verification. The consultant will assess the potential limitations to the evaluation work and in particular, the availability and reliability of the data. The methodology and techniques to be used in the evaluation should be described in detail in the inception report and the final evaluation report, and should contain, at minimum, information on the instruments used for data collection and analysis, whether these be documents, interviews, field visits, questionnaires or participatory techniques.

The **Desk review** of evidence available at country level in relation to impact and system results, reduction of equity gaps and theory of change should be conducted. The desk review will make use of UNICEF documentation (donor and other reports, surveys, assessments, articles, publications, CPAP 2010-2015, reports from field visits conducted by UNICEF staff and field monitors), M&E related documents (data base, indicators), and government documents including orders, policy papers, assessments, plan of actions, memorandum of understanding, national reports and strategies, survey results, administrative data. Other available sources will also be verified and analysed.

In-country data collection will consist of primary data collection from interviews with key stakeholders, inclusively: children, parents, civil society and government institutions and international organizations, in particular UN agencies.

The report writing will start from its inception phase when the consultant will propose the detailed methodological approach. Following the completion of data collection and analysis a draft report will be submitted to the UNICEF Tajikistan Country Office. The draft report will be reviewed by the country office team, the Regional Office M&E section and submitted to the Regional M&E facility for quality assurance. The final draft report will be shared with relevant internal and external stakeholders. The consultant will collect and incorporate comments and submit the final report to the Country Office. The final deliverable will only be accepted when the CEE/CIS Regional M&E Facility rates the report as satisfactory or highly satisfactory.

DELIVERABLES

#	Deliverables	Period	% of the total fee
1	Inception report with evaluation methodology	September 10, 2015	20%
2	Draft evaluation report	November 10, 2015	30%
3	Final evaluation report	December 20, 2015	50%

Inception Report

The inception report provides an opportunity for UNICEF and the consultant to agree a mutually consistent interpretation of the ToR. The report shall:

- Explain the consultant's understanding of what is being evaluated and why by way of presenting evaluation framework;
- Describe the consultant's plans to engage and involve stakeholders in the design, data collection, data analysis, and development of recommendations;
- Explain how the evaluation questions will be addressed with respect to all evaluation criteria indicated above by way of proposed methods, evaluation designs, sampling plans, proposed sources of data, and data-collection procedures
- For each of the evaluation criteria, describe the measurable performance indicators or standards of performance that will be used to assess progress towards the attainment of results, including outcomes;
- Discuss the limitations of the evaluation according to data availability and reliability;
- Explain the consultant's procedures for ensuring quality control for all deliverables;

- Explain the consultant's procedures to ensure informed consent among all people to be interviewed or surveyed and confidentiality and privacy during and after discussion of sensitive issues with beneficiaries or members of the public;
- Explain how the evaluation will reflect attention to gender concerns and human rights analysis, including child rights.

Final evaluation report

The final evaluation report must be in compliance with the UNICEF Evaluation report standards. The report should include: executive summary, description of the evaluation methodology, assessment of the methodology (including limitations), findings, analysis, conclusions, lessons learned and recommendations. The Annexes to the report should contain the ToR, data collection instruments and other relevant information, reference list of used documents and other materials. The report should be provided in both hard copy and electronic version in English.

Proposed structure of the final evaluation report (see also UNICEF Evaluation Standards⁸):

Title page

Table of content

List of Acronyms

Acknowledgment

Executive summary

Object of the evaluation

Evaluation purpose, objectives, and scope

Methodology

Findings (addressing the evaluation criteria and questions)

Conclusions and lessons learned

Recommendations

Annexes

Quality and ethical considerations

Adequate measures should be taken to ensure that the process responds to quality and ethical requirements as per UNICEF Evaluation Standards⁹. As per UNEG Standard and Norms¹⁰, evaluators and national experts should be sensitive to beliefs, manners and customs and act with integrity and honesty in their relationships with all stakeholders. Furthermore, they should protect the anonymity and confidentiality of individual information.

The evaluators and national experts should respect the confidentiality of the information they handle during the assignment. They are allowed to use documents and information provided only for the tasks related to these terms of reference.

UNICEF reserves the right to withhold all or proportion of payment if performance is unsatisfactory - assignment is incomplete, not delivered or of failure to meet deadlines.

ACCOUNTABILITY

The following main actors will be involved in the implementation of evaluation: UNICEF country team, Steering Committee (SC) comprising of key stakeholders; and Evaluation consultant (EC).

⁸ http://www.unicef.org/evaldatabase/files/UNICEF_Eval_Report_Standards.pdf

⁹ http://www.unicef.org/evaldatabase/files/UNICEF_Eval_Report_Standards.pdf

¹⁰ http://www.uneval.org/normsandstandards/index.jsp?doc_cat_source_id=4

The UNICEF country team will be composed of UNICEF Tajikistan Deputy Representative (lead), Social Policy officer, and Monitoring and Evaluation Specialist who jointly will lead and manage the evaluation process throughout the 3 main phases (i.e., design, implementation and dissemination) through:

- Convening and providing constant liaison with the steering committee;
- Leading the finalization of the evaluation ToR and coordinating the selection and recruitment of the evaluation team;
- Liaising with UNICEF Regional Advisors on socio-economic policy, Monitoring & Evaluation and Regional M&E quality assurance system to seek feedback on ToR and evaluation products with methodologies (including inception report and evaluation report) and ensuring that they are incorporated by the evaluation team in the final deliverables to meet quality standards
- Providing clear, specific advice and support to the evaluation team throughout the process;
- Taking responsibility for disseminating and ensuring the use of the evaluation findings and recommendations;

The SC will be composed of UNICEF country team, the Deputy Minister in the Ministry of Economic Development and Trade, and national experts who will be convened by Ministry of Economic Development and Trade in consultation with UNICEF. It will function as the evaluation reference group with the following roles and responsibilities:

- Provide inputs and participate in finalization of the evaluation methodology;
- Provide feedback and comments to validate the preliminary findings and recommendations presented by the evaluation team;
- Facilitate the evaluation team's access to all information and documentation relevant to the intervention, as well as key actors and informants who should participate in interviews, focus groups or other data collection methods; and
- Review the draft evaluation report and provide feedback;
- Disseminate and make use of the evaluation findings and recommendations.

The evaluation consultant (EC) will conduct the evaluation study by fulfilling the contractual arrangements in line with the ToR, UNEG/UNICEF norms and standards and ethical guidelines. This includes preparing an inception report, conducting desk review, undertaking field visits, drafting/finalizing report, and briefing of the UNICEF Country Team (CT), SC, and stakeholders on the progress and key findings and recommendations, as needed.

WORK PLAN

Time scope	Activity	Proposed duration of the evaluation process
September 2015	Desk review	Starting immediately upon signing of contract and continue throughout the process
	Evaluator to submit a draft inception report, detailing methodology and other issues as per ToR	7 days after signing of contract
	CT, SC and UNICEF Regional Office to review draft inception report and provide comments	
September 2015	Evaluator to finalise the inception report,	3 days after receipt of

Time scope	Activity	Proposed duration of the evaluation process
	incorporating comments from CT, SC and UNICEF Regional Office	feedback
September 2015 October 2015	Primary data collection / Field visits by evaluator to 3 districts Evaluator to present the preliminary findings to CT and SC	14 days
October / November 2015	Data analysis and preparation of draft evaluation report by evaluator	10 days
November 2015	Evaluators to submit the draft evaluation report, incorporating the verbal feedback received from CT and SC	5 days
December 2015	CT, SC and UNICEF Regional Office to review draft report and provide comments to evaluators	
December 2015	Evaluator to incorporate comments and finalize evaluation report	3 days
TOTAL		42 days
	Remote work	28
	In-country mission	14

DURATION OF THE CONSULTANCY

Period: September – December 2015

Number of working days: 42 days

QUALIFICATIONS

- Advanced degree in social sciences
- 8-10 years of professional experience in evaluation and assessment of local level programmes
- Experience in qualitative and quantitative data analysis and reporting
- Adaptability and flexibility in working within a complex and dynamic environment
- Familiarity with UNICEF mission and mandate
- Excellent understanding about the human rights-based approach to programming and results-based management, including gender equality and child rights
- Very good organizational, strong judgment, excellent analytical and report writing skills.
- Knowledge of Russian language is preferable
- Excellent mastery of English including in report writing and presentation.

ESTIMATED COST OF CONSULTANCY AND PAYMENT CONDITIONS

Consultancy fee is negotiated based on the market price for the mentioned tasks. Payments will be processed according to the payment conditions aligned with deliverables, upon satisfactory completion of work assignment as assessed by UNICEF.

APPLICATION PROCEDURES:

Qualified candidates are requested to submit a Letter of Interest, CV, UN Personal History Form (P11) (at www.unicef.org/tajikistan/resources_6744.html) and references from previous consultancies to recruitmentdushanbe@unicef.org by the deadline of **20 August 2015**.

In their Letter of Interest, candidates should highlight previous work experience relevant to the assignment, the attributes that make them suitable, their proposed approach to the assignment and a

technical proposal (methodology), their anticipated daily rate or all-inclusive lump-sum fee for the assignment, including time for preparation and the final report. Links to any relevant publications and any other relevant documentation can be included.

UNICEF is committed to diversity and inclusion within its workforce, and encourages qualified female and male candidates from all national, religious and ethnic backgrounds, including persons living with disabilities, to apply to become a part of our organization.

Annex 2 – Primary Data Collection Methods

Stakeholder	Research method	Tool	Sample (as the case)
UNICEF CO management and relevant staff	In-depth interviews	Interview guide	Representative and Deputy Representative; Social Policy, Education, Health, Child Protection, Operations Officers; Child Rights Monitoring Specialist; Field Monitors
Former UNICEF staff	Skype interview	Interview guide	Former Deputy Representative
MoEDT, MoHSP, MoES, Ministry of Justice (Department of Child Rights and Juvenile Justice), Local Governments (in sampled districts and in non-priority district), district health and education authorities (in sampled districts and in non-priority district), Commission on Child Rights, CRUs (in sampled districts and non-priority district), Statistics Agency, Ombudsman (Child Rights Department)	Semi-structured interviews	Interview guide	Representatives of all relevant stakeholders, nominated by their management to meet the International Consultant
NGOs and coalitions of NGOs which partnered with UNICEF to promote children's rights and improve service provision in PDs	Round table	Round table discussion points	In Dushanbe. Representatives of key civil society partners of UNICEF in the implementation of CP in the PDs.

International development partners	Round table	Round table discussion points	In Dushanbe. Representatives of strategic UNICEF partners in the implementation of CP in the PDs.
Professionals (e.g. health care professionals, teachers, social workers, etc.) working in the PDs and who benefitted of capacity building support through CP 2010-2015	Discussion groups	Discussion group guide	8-10 participants/group in each sampled district
Parents/caregivers of children who benefitted of support through the CP in the PD (children in preschool education, CwD, children at risk of abandoning school, children in conflict with the law, children with anaemia)	Focus groups	Focus group guide	6-8 participants/group in each sampled district
Children who benefitted of services to prevent dropping out from school	Focus groups	Focus group guide	6-8 children/group, one for boys and a separate one for girls in the sampled districts; homogeneous groups: gender and age (preferably 15 years old) Children whose individual and parents' consent was obtained prior to the discussion
Children in conflict with the law who benefitted of support through Centres for Additional Education	Semi-structured interviews	Interview guide	Children living in sampled districts whose individual and parents' consent was obtained prior to the discussion
Services/Service providers supported by UNICEF in sampled districts, in particular services for CwD, children in conflict with law, children in preschool education, children at risk of abandoning the school (to complement knowledge obtained through focus groups with children in the area of education and health)	Participant observation ¹¹	Site visit	Site visits to various service providers during the mission to sampled districts

¹¹ "In situ, non-disruptive observation of the daily activity of actors and/or beneficiary of the evaluated intervention. The researcher tries to understand the situation "from the inside". (EVALSED Guide, 2013)

Annex 3 – Evaluation Matrix

Evaluation Questions (EQ)		Judgement Criteria	Indicators/Descriptors	Data Sources and Collection Methods (in italics)
RELEVANCE				
EQ1	To what extent was the geographical targeting approach of the CP aligned with the country policies, priorities and international commitments of Tajikistan?	<p>Alignment of objectives and specific interventions of CP geographical targeting approach with the needs and priorities identified in country policy papers and strategies aimed to guide and advance realisation of children's rights</p> <p>Alignment of decentralised approach objectives and specific interventions with the international human rights standards</p>	<p>Evidence of consistency between the objectives and specific interventions in the priority districts <u>and</u> the needs and priorities of child welfare and protection reform</p> <p>Evidence of consistency between Tajikistan's international commitments <u>and</u> the objectives and specific interventions in the priority districts</p>	<p>Situation analyses and studies, including poverty and deprivation analyses</p> <p>Relevant strategic documents (e.g. National Development Strategy 2006-2015, Living Standards Improvement Strategy of Tajikistan for 2013-2015, etc.)</p> <p>UNDAF, UNICEF CP and CPAP 2010-2015</p> <p>Internal UNICEF documents presenting the decentralised approach</p> <p>Concluding Observations of CRC (2010) and CEDAW committees (2013)</p> <p>MDG reports</p> <p><i>Documentary review</i></p> <p><i>Mapping of available situation and contextual analyses</i></p> <p><i>Interviews with key stakeholders</i></p>
EQ2	To what extent was the geographical targeting approach of the CP relevant to the country context, particularly taking into account Tajikistan's centralized governance system? Were key stakeholders and partners consulted and in agreement with this approach?	<p>Extent to which the ToC for decentralised approach is known, understood and shared by UNICEF staff and partners</p> <p>Extent to which the ToC have remained valid and robust in the light of changes occurred since 2010</p> <p>Partnerships developed in PDs based on a shared understanding of the benefits of decentralised approach</p>	<p>Satisfaction of governmental and non-governmental stakeholders with the decentralised approach</p> <p>Examples of policy statements and papers advocating for a decentralised approach in service delivery, planning and budgeting</p> <p>Decision-making over period 2010-2015 has not altered fundamentally the upstream causality logic of the TOC</p> <p>Type of volume of support and investment delivered to local level through partnerships with national and development partners</p>	<p>ToC</p> <p>Record of consultation meetings with stakeholders and partners</p> <p>Policy papers, strategies and plans</p> <p>Minutes of meetings between UNICEF and Government partners involved in the implementation of the CP at local level</p> <p>Donor reports</p> <p>Partnership agreements</p> <p>Investment data and statistics</p> <p><i>Stakeholder mapping</i></p> <p><i>Documentary review</i></p> <p><i>Technical analysis and testing of the ToC</i></p> <p><i>Interviews with key stakeholders</i></p>
EQ3	Has the geographical	CP, CPAP, ToC and	Level of adequacy of decentralised	Relevant assessments, reviews, evaluations,

Evaluation Questions (EQ)		Judgement Criteria	Indicators/Descriptors	Data Sources and Collection Methods (in italics)
	targeting approach of CP implementation in the PDs been relevant for addressing the underlying causes of exclusion of the most deprived children and advancing the equity agenda?	<p>decentralised implementation strategy address the social exclusion causes and the needs of most of risk children and their families</p> <p>Alignment of the geographical targeting strategy for broadening access to basic services in PDs with the needs and priorities identified in national and local plans and strategies aimed to advance the realisation of children's rights</p> <p>Alignment of the geographical targeting strategy and specific interventions in the PDs with the human rights principles, gender mainstreaming and equity-focused development priorities</p> <p>Contribution of UNICEF to local level indicators on vulnerability and equity</p>	<p>approach response to identified needs of vulnerable children and their families in reliable assessments, studies, reviews of poverty, social exclusion, vulnerability and deprivation in Tajikistan</p> <p>Examples of CP action in the PDs tailored to the specific needs of children deprived of parental care, children with disabilities and their families, children at risk of family separation, out-of-school children, children in conflict with the law</p> <p>Evidence of consistency between needs and priorities for broadening access to basic services of most marginalised children, the decentralised strategy used by the CP to deliver results and the overarching principles of equity, anti-discrimination, gender equality, progressive realisation of children's rights</p> <p>Presence of equity, as a cross-cutting issue within the CP geographical targeting approach, programming strategies, accountability (results) frameworks and reporting</p>	<p>researches, studies on poverty, social exclusion, vulnerability, deprivation of children in Tajikistan Reports of Ombudsman and oversight bodies Reports of human rights NGOs CRC and CEDAW Concluding Observations CP/CPAP Results Matrix UNICEF activity reports Work plans of the PDs Child rights monitoring indicators Tojkinfo</p> <p><i>Stakeholder mapping</i> <i>Documentary review</i> <i>Mapping of available situation and contextual analyses</i> <i>Focus groups with children and parents</i> <i>Discussion groups with professionals</i> <i>Roundtable with NGOs</i> <i>Interviews with key stakeholders</i> <i>Site visits, participant observation</i></p>
EFFECTIVENESS				
EQ4	To what extent has the geographical targeting approach of CP implementation contributed to achieving intended results in the concerned programming areas (PCs), in particular: a. child rights mainstreaming into local data collection, planning and budgeting	<p>The geographical targeting approach produced the intended IRs planned for the reference period</p> <p>The IRs contributed to the attainment of the PCRs results (quantitative and qualitative) for the reference period</p>	<p>% results achieved (indicators)</p> <p>Quality of achieved results</p> <p>The decentralised implementation approach has a well-defined intervention logic, demonstrating how the work in PDs will produce the intended results</p> <p>Evidence and examples of high/poor</p>	<p>Revised Results Framework of CP/CPAP Outcome/Output Performance Summary by Business Area (UNICEF Vision) Work plans in the PDs District data sheets, available databases District Development Plans in priority districts District budgets of priority districts Child rights monitoring indicators at local level (for child rights index and district ranking) Mid-term Review and other relevant evaluation</p>

Evaluation Questions (EQ)		Judgement Criteria	Indicators/Descriptors	Data Sources and Collection Methods (in italics)
	<p>b. local supply of quality basic services (education, health, social protection, juvenile justice) for children and their family, in particular for the most deprived ones</p> <p>c. local capacity to manage service provision for children, implement national strategies and monitor child rights at local level</p>	<p>Intended results (i) have been achieved, (ii) have been partially achieved (in which areas) or (iii) have not been achieved to date</p>	<p>effectiveness</p> <p>Planning documents and district budgets are child rights and gender mainstreamed</p> <p>Available basic services in PDs cover the needs of children at an adequate /moderate/ inadequate degree</p> <p>There is a functional data collection system at district level of child rights indicators</p>	<p>reports of UNICEF and third parties</p> <p>Relevant projects reports</p> <p>UNICEF annual reports, field monitoring reports, KAPs (if available)</p> <p>Risks analyses</p> <p><i>Documentary review</i></p> <p><i>Structured desk analysis of decentralised strategies, plans and budgets</i></p> <p><i>Analysis of results from UNICEF M&E systems and data at CP and district level</i></p> <p><i>Mapping of risks analyses undertaken and mitigation measures implemented</i></p> <p><i>Interviews with stakeholders</i></p> <p><i>Focus groups and discussion groups</i></p> <p><i>Site visits to sampled PDs</i></p> <p><i>Round table with NGOs</i></p> <p><i>Contribution analysis to determine progress against intended results and pathways generated</i></p>
EQ5	<p>Are results achieved similar in all districts? Which districts perform better/worse and for what reason?</p>	<p>The geographical targeting approach produced better results in several PDs</p> <p>There was lower progress in other PDs</p> <p>Explanatory factors for success, respectively low level of results arising from the analysis</p>	<p>Ranking of PDs according to various degrees of progress against some performance indicators</p> <p>Factors classified in enabling, neutral, hindering, blocking progress towards the intended results at priority district level</p>	<p>District data sheets, available databases</p> <p>District Development Plans in priority districts</p> <p>District budgets of priority districts</p> <p>Relevant evaluation reports of UNICEF and third parties</p> <p>Relevant projects reports</p> <p>UNICEF annual reports</p> <p><i>Documentary review</i></p> <p><i>Analysis of results from UNICEF M&E systems and from district data sheets</i></p> <p><i>Interviews with stakeholders (incl. UNICEF, local governments, regional economic development departments of the MoEDT, child protection units, field monitors, line ministries)</i></p> <p><i>Focus groups and discussion groups</i></p> <p><i>Site visits to sampled PDs</i></p> <p><i>Round table with NGOs</i></p>
EQ6	<p>What were the main factors which promoted or hindered</p>	<p>Explanatory factors arising from the analysis</p>	<p>Factors identified and rated as promoting or hindering the effectiveness of geographical</p>	<p>Outcome/Output Performance Summary by Business Area (UNICEF Vision)</p>

Evaluation Questions (EQ)		Judgement Criteria	Indicators/Descriptors	Data Sources and Collection Methods (in italics)
	the effectiveness of the geographical targeting approach of the CP?		approach of the CP as a whole	<p>Work plans in the PDs Progress and activity reports (including field monitoring reports) Evaluation reports Risks analyses CRC/CEDAW/Ombudsman reports</p> <p><i>Documentary review Analysis of results from UNICEF M&E systems and data at CP and district level Mapping of risks analyses undertaken and mitigation measures implemented Interviews with stakeholders Focus groups and discussion groups Site visits to sampled PDs Round table with NGOs Contribution analysis to determine factors which promoted or blocked the progress against intended results</i></p>
EQ7	Has the geographical targeting strategy of CP implementation produced any additional (not directly planned) significant contribution / effect towards improving the realisation of children's rights in the PDs?	<p>Identification and assessment of additional (planned and unplanned) results/effects</p> <p>The identified additional results/effects are (not) classified into positive or negative</p>	<p>Evidence through examples of additional results/effects and their appraisal</p> <p>Effects (positive or negative) of identified results</p>	<p>Outcome/Output Performance Summary by Business Area (UNICEF Vision) District data sheets Progress reports (including field monitoring reports) Evaluation reports Third party researches, studies and assessments</p> <p><i>Documentary review Analysis of results from UNICEF M&E systems and data at CP and district level Interviews with stakeholders Focus groups and discussion groups Site visits to sampled PDs Round table with NGOs</i></p>
EFFICIENCY				
EQ8	How well has the implementation of the geographical targeting of CP interventions in PDs been	Management of the CP in PDs ensured timeliness and efficient use of resources	Evidence that chosen management modalities provided for needed efficiency, timely delivery and adaptation/flexibility in CP implementation at local level	UNICEF annual reports, field monitoring reports Results and Resources Framework of CP/CPAP Outcome/Output Performance Summary by Business Area (UNICEF Vision)

Evaluation Questions (EQ)		Judgement Criteria	Indicators/Descriptors	Data Sources and Collection Methods (in italics)
	managed? What management and monitoring tools have been used?	<p>Extent to which the management, delivery mechanisms and M&E processes of the geographical targeting of CP interventions to PDs delivered against their stated intentions</p> <p>Extent to which management and monitoring systems supported or hindered the attainment of results in the PDs</p>	<p>Examples of management intervention for overcoming barriers and constraints in the implementation of specific interventions in PDs</p> <p>Evidence of contribution of regional field monitors to the efficient implementation of UNICEF work in PDs</p> <p>Evidence of results-based monitoring to track effects/impact of the geographical targeting approach</p>	<p>Mid-Term Review, evaluation reports Memorandum of Understanding between UNICEF, MoEDT and local governments District Data Sheets Rolling Work Plans with line ministries Work plans, cash transfer documents/PCAs with NGOs ToR of field monitors Relevant projects reports</p> <p><i>System analysis of management, monitoring and quality control and assurance strategies</i> <i>Systematic data review, particularly of UNICEF M&E systems and data (including data compiled based on District Data Sheets)</i> <i>Interviews with stakeholders</i></p>
EQ9	To what extent was the geographical targeting approach cost-efficient?	<p>Financial and human resources spent for the achievement of intended results in the reference period in the PDs</p> <p>Cost-efficiency of focusing of resources to target districts as implementation and delivery modality</p> <p>Sufficiency of resources to produce intended results and implement partnerships at local level</p>	<p>Examples of interventions with a good/poor cost-efficiency level</p> <p>Evidence of efforts made to achieve efficiency gains and savings</p> <p>Relative cost-efficiency of financial modalities and delivery mechanisms</p> <p>Value for money</p>	<p>Memorandum of Understanding between UNICEF, MoEDT and local governments UNICEF annual reports Results and Resources Framework of CP/CPAP Outcome/Output Performance Summary by Business Area (UNICEF Vision) Mid-Term Review, evaluation reports District Data Sheets Financial documentation, including utilisation of budgets Cash transfer documents to local governments, NGOs and vendors (direct procurement) ToR of field monitors UNICEF financial rules and regulations</p> <p><i>System analysis of management strategies</i> <i>Financial analysis (planned/spent, local counterpart funding delivery mechanism)</i> <i>Systematic data review, particularly of UNICEF M&E systems and data (including data compiled based on District Data Sheets)</i> <i>Interviews with stakeholders</i></p>
EQ10	To what extent were synergies	Judgement will be based on	Coherence among local level interventions	Theories of Change in programming areas

Evaluation Questions (EQ)		Judgement Criteria	Indicators/Descriptors	Data Sources and Collection Methods (in italics)
	achieved between various programme components of the CP operating in the same PD?	<p>the examination of:</p> <ul style="list-style-type: none"> ▪ Objectives of local level interventions in various programme areas (health, nutrition, education, child protection) ▪ Complementarity ▪ Sequencing of interventions ▪ Coordination and consultation processes between various interventions and with stakeholders & beneficiaries ▪ Efficiency gains achieved through synergy 	<p>in various programme areas; co-ordinated implementation schedules</p> <p>Demonstrable effects of complementarity or/and overlaps, both upstream at the level of Government and UNICEF coordination and downstream at implementation level in PDs</p> <p>Evidence of synergetic activity, coordination and consultation mechanisms within UNICEF country office in programming areas and with national and local governments in PDs</p>	<p>UNICEF annual reports Projects documentation in various programme areas (final reports, evaluations) Minutes of coordination and consultation meetings (if available)</p> <p><i>Documentary review</i> <i>Analysis of theories of change of programming areas (intersections and overlaps)</i> <i>Analysis of the programming modalities of interventions in education, health, nutrition and child protection programme components</i> <i>Interviews with key stakeholders</i></p>
EQ11	How do local authorities value the quality of the partnership, especially in the three focus districts chosen at the time of the MTR?	Local authorities and their partners (NGOs, line ministries, donors etc.) consider the partnership established for the implementation of the CP at district level to be both an essential prerequisite and modality of achieving successful results	<p>Satisfaction level of local authorities concerning the quality of partnership in the three focus districts</p> <p>Local authorities and their partners in the three focus districts are able to compare the quality of partnership before and after 2013 and provide examples of successful results obtained by the partnership</p>	<p>Partnership documents, strategy design, reviews and evaluations Memorandum of Understanding between UNICEF, MoEDT and local governments</p> <p><i>Interviews with local governments and district child rights commissions/units</i> <i>Interviews with UNICEF country team, line ministries, Commission on Child Rights, donors</i> <i>Round table with NGOs</i></p>
IMPACT				
EQ12	Can a demonstrable impact on children (girls and boys separately) be documented in the target districts?	<p>Contribution of the decentralised strategy of the CP to changes in the lives of children living in the PDs (according to impact level results of the ToC)</p> <p>Explanations for results achieved</p>	<p>Qualitative evidence of improvements in the standard of living and well-being of children</p> <p>Quantitative evidence of beneficiaries affected (number of beneficiaries, disaggregated by gender, province, etc.)</p>	<p>Key regional, national and international results reporting (MDG reports, poverty and vulnerability reports, CRC concluding observations, etc.) UNICEF /Implementing Partner reports, monitoring data, evaluations, annual reports, case studies District Data Sheet District statistics and reports Research studies, surveys and assessments</p> <p><i>Aggregation and analysis of district data</i> <i>Interviews with key stakeholders</i> <i>Site visits and focus groups with children and</i></p>

Evaluation Questions (EQ)		Judgement Criteria	Indicators/Descriptors	Data Sources and Collection Methods (in italics)
				<i>parents</i> <i>Discussion groups with professionals</i> <i>Round table with NGOs</i>
EQ13	To what extent have achievements in the target districts fed into national level policy dialogue, advocacy and reforms for the progressive realisation of children's rights?	The lessons learnt from the implementation of national policies at local level and the good practices developed at local level informed the amendment of policy frameworks, modernization of service delivery and the policy agenda of the country concerning children's rights	Evidence of feedback provided by the PDs to national level bodies concerning the challenges faced in the implementation of policies and legislation at local level and which informed changes in the legal, institutional and financial frameworks Examples of good practices and lessons learnt developed in PDs which shaped the policy debate and advocacy efforts for the realisation of children's rights	Key regional, national and international results reporting (MDG reports, poverty and vulnerability reports, CRC concluding observations, etc.) UNICEF /Implementing Partner reports, monitoring data, evaluations, annual reports, case studies District Data Sheet District statistics and reports Research studies, surveys and assessments <i>Structured desk analysis of policy documents and legislative changes operated during the reference period</i> <i>Contribution analysis of PDs to national level agenda and reforms</i> <i>Interviews with key stakeholders</i> <i>Discussion groups with professionals</i> <i>Round table with NGOs</i>
EQ14	To what extent have achievements in the priority districts been documented and scaled up to non-target districts?	Innovative practices and models have been systematically documented, based on a specific methodology Transferability potential of the practices and models to non-target districts and contexts	Success 'ingredients' for implementation are well documented and disseminated widely for possible replication Examples of services, new standards of work, capacity building tools, service delivery mechanisms, etc. piloted in the PDs and transferred to non-target districts	UNICEF annual reports, reviews and evaluation reports Reports of Implementing Partners Description of the scaling-up strategy of models, new services, etc. (if available) <i>Documentary review</i> <i>Mapping of CP interventions in all districts</i> <i>Interviews with key stakeholders</i>
SUSTAINABILITY				
EQ 15	What measures has UNICEF put in place to support and ensure the sustainability of results (legal, institutional, financial)?	UNICEF has a sustainability strategy of its decentralised approach to CP implementation Ensuring sustainability is a subject matter regularly discussed by the Implementing	The geographical targeting of CP implementation embeds a sustainability strategy Examples of actions undertaken to ensure sustainability: legal/policy, institutional and financial	CP/CPAP documentation Concept paper of decentralised approach Minutes of meetings with local governments and MoEDT UNICEF activity reports Memorandum of Understanding between UNICEF, MoEDT and local governments in PDs Work plans/PCAs with Implementing Partners

Evaluation Questions (EQ)		Judgement Criteria	Indicators/Descriptors	Data Sources and Collection Methods (in italics)
		Partners (local governments, NGOs) and the MoEDT within the framework of Memoranda of Understanding signed with PDs		Field monitoring reports <i>Documentary review</i> <i>Analysis of sustainability strategies</i> <i>Mapping of risks and systemic barriers to sustainability</i> <i>Analysis of mitigation measures</i> <i>Interviews with stakeholders</i>
EQ 16	To what extent are the results of the geographical targeting approach achieved to date sustainable or likely sustainable, in particular related to: a. Access of children and women/parents to improved provision of basic services b. Capacity of local governments to sustain the functioning of new services c. Partnerships developed at local level for ensuring the mainstreaming of child rights in data collection, planning and budgeting	Extent to which any local budgeting and financial allocations have been (re)directed to services for vulnerable children and women/parents also targeted by the UNICEF decentralised approach Further staff development planning, based on capacity building packages developed by the CP, for keeping abreast with professional challenges New knowledge and skills integrated into regular activities of professionals working in basic services for children and women Equipment procured is in use and well maintained Functioning partnerships at district level	Likelihood of any benefits of UNICEF's investment in PDs to continue should funding cease or be reduced No. of new services introduced by the CP at district level where future running costs have been taken over by the local government budgets Staffing of services is appropriate in terms of number and qualifications of staff Embedment of new curricula for in-service training of professionals in regular training programmes Professionals apply new knowledge and skills in regular activities Basic services integrate new working methods developed by the CP into everyday activities	Strategies, plans and budgets in relevant CP areas Laws, decisions, orders of central and local government Analytical reports by government and independent experts Meeting minutes Co-funding agreements Training curricula of in-service training centres/training providers <i>Systematic documentary review, applying structured tools</i> <i>Interviews with key informants</i> <i>Site visits to sample PDs</i>

Annex 4 – Primary Data Collection Guides and Templates

General methodological notes:

Each interview, focus group, discussion group and round table will start with the presentation of the evaluator and of the evaluation objectives, followed by the presentation of the interlocutors. Whenever necessary, a brief presentation of the Country Programme 2010-2015 and of its decentralised approach will be also done. The questions will be sent in advance to the people who are going to be interviewed. Interviews will last 1-1.5 hours each.

The participants in the round table, focus groups and discussion groups will be briefed in advance about the major topics to be discussed during the meeting. The focus groups will be composed of 6-8 people, while the discussion groups could be larger (around 8-10 people). The focus and discussion groups will last 1-1.5 hours each (1 hour maximum for the focus groups with children) and will take place during the site visits to the sampled municipalities.

In line with best evaluation practices, the interviews, focus groups and discussion groups will be attended only by the evaluator, the interviewed people and the interpreter, if the case.

Interview Guide for UNICEF management and project staff

1. What strategic needs of the child protection, education, health and juvenile justice reforms have been addressed by the decentralised approach of CP implementation since 2010?
2. What are the major achievements of the decentralised approach to date that you are most proud of? What was most challenging in achieving these results? Are there any planned results which will not be achieved until the end of 2015 and why? Any unplanned effects to date?
3. Which capacity building activities and mechanisms used up until now were the most / least successful and why? What was the impact of trainings delivered in the PDs to professionals/service providers, local planners, women/parents?
4. What were the criteria that you have used for the selection of the PDs? What about the 3 PDs for intensified support following the MTR in 2013?
5. What was the mechanism for planning and releasing UNICEF support in each PDs?
6. Did some PDs perform better than others and why? Which factors enabled or hindered the intended results at priority district level?
7. What are the most tangible benefits of the geographical targeting approach? How would you assess them in terms of cost-efficiency?
8. In general, how satisfied are you with the overall management and implementation of the decentralised approach of the CP in 2010-2015? In particular, timelines, budget utilization efficiency, coordination within UNICEF country office and with others, examples of management intervention for overcoming barriers and constraints in the implementation of specific interventions in PDs.

9. What is the system used by UNICEF for results-based monitoring and documenting of results and practices in the PDs?
10. How would you describe UNICEF's cooperation with the Government and the district authorities in the PDs? What went well? What could have been done better?
11. What difference has UNICEF made via the geographical targeting of its resources for vulnerable children in terms of access to basic services and a better life? What is in your view the value added of the decentralised approach of the CP?
12. Looking ahead, which of the achievements to date are likely to be sustained or expanded without/less further external support? What is the likeliness that the local governments in the PDs will sustain and expand the services network and increase coverage of vulnerable children? What about your strategy to ensure the sustainability of your investment?
13. Could you provide any examples of models, practices and innovation tested/developed in PDs that have been transferred to other districts or informed policy change/debate/decision-making at national level?
14. In your opinion, which are the top three priorities in the area of children's rights in Tajikistan that needs to be addressed in the coming years? Do you see any particular role of UNICEF in addressing these needs?

Interview Guide for line ministries and other Government stakeholders at central level

(line ministries and other central authorities)

1. What was the role of your institution in the implementation of the Country Programme (CP) between UNICEF and the Government of Tajikistan 2010-2015?
2. Did you have any particular role in the implementation of the CP in the priority districts of the programme?

If 'yes', continue with question 3. If 'no', go to question 6.

3. What were the most significant accomplishments of your work there? Are these achievements likely to be sustainable?
4. Have you been more successful in certain districts and less in others? Which factors enabled or hindered your work at district level?
5. What was most challenging in carrying out your work in the districts? Have you benefitted of any assistance from UNICEF to support you in overcoming bottlenecks?
6. In general, to what extent do you consider that a decentralised approach, such as the one of the CP 2010-2015, is relevant in Tajikistan given its current governance system? Do you think that the chosen implementation modalities of the CP are appropriate?
7. Have you been consulted by UNICEF concerning the intended decentralised approach of the CP, selection of the districts, intervention priorities at local level?

8. Are you satisfied about the partnership with UNICEF? What went well and what could have been done better? (efficiency of support, coordination, etc.)
9. As far as you know, to what extent has the partnership with UNICEF contributed to improving the realisation of children's rights and the life of children and their families at district level? Do you have a system in place to monitor and measure the results of this cooperation/partnership?
10. According to your view, which are the top three priorities of the country for progressing the realisation of children's rights in the coming years? Do you see any particular role of UNICEF in addressing these needs at local level?

Round table with international development partners

1. What kind of assistance are your organisations providing to the Tajik local governments in the area of education, health and social protection reforms?
2. As far as you know, to what extent has the work of UNICEF in the districts been complementary to the work of your organisations? Were there any coordination meetings with UNICEF, the Government and other donors?
3. To the best of your knowledge, to what extent has the decentralised approach of UNICEF interventions (in 12 priority districts) addressed the needs of vulnerable children and priorities in the area of promoting children's rights in Tajikistan?
4. Based on your experience, to what extent do you consider that a decentralised approach (geographical targeting of 12 priority districts), such as the one used by UNICEF, is relevant in Tajikistan given its current governance system?
5. Are you aware of any outstanding results achieved by UNICEF and its partners at district level? Please give some examples.
6. In your opinion, are these achievements sustainable? Please motivate your answer.
7. Which are the top three priorities of the country for progressing the realisation of children's rights in the coming years? Do you see any particular role of UNICEF in addressing these needs at local level?

Interview Guide for local stakeholders in sampled districts

(representatives of Local Governments, child rights units, education and health authorities)

1. How was your district selected to be a priority district? Have you been consulted in this process?
2. What needs have been addressed by the partnership with UNICEF 2010-2015 in the field of assisting vulnerable children and their parents/women in your district?
3. What are the major achievements of this partnership in your district? Would it have been possible to achieve these changes/achievements (if any) without UNICEF support? Have good practices developed in your district been transferred to other districts or informed any policy change/debate/decision-making at national level?

4. Which capacity building activities did you participate in and how have they helped you in your work? (e.g. for strengthening service provision, mainstreaming of child rights in data collection, planning and budgeting, counterpart funding, etc.)
5. To what extent has the partnership with UNICEF contributed to improving the realisation of children's rights, social inclusion of vulnerable children and the life of their families?
6. How would you describe UNICEF's cooperation with the local government and NGOs, as Implementing Partners? What went well and what could have been done better? (planning work, contractual and financial aspects, reporting, etc.)
7. What system do you have in place to monitor and measure the results of this cooperation/partnership? Is there any mechanism for inter-agency coordination (including with the MoEDT), building synergies, leveraging resources for child protection and well-being?
8. Has your district appropriated funding for the functioning of services, models and practices initiated by the partnership with UNICEF? Which of them are now locally-financed? What are the major sustainability challenges and how do you intend to overcome them?
9. What are the challenges ahead and ways to overcome them? What would be your/UNICEF role?

Interview Guide for local stakeholders in non-priority district

(representatives of Local Governments, child rights units, education and health authorities)

1. What were the priorities several years ago in the area of education, health and social protection of vulnerable children and women living in your district? Are they the same now?
2. What was the role of your organisation in addressing these priorities? What challenges have you encountered?
3. Have you received any support from international partners to meet the needs of vulnerable children and women in your district?
4. If yes, which objectives had the respective partnerships: capacity building, strengthening of services provision for children/women in need, better planning and budgeting of resources, etc.?
5. How would you describe cooperation with the international development partners? What went well and what could have been done better?
6. Have any good practices developed in your district been transferred to other districts or informed any policy change/debate/decision-making at national level?
7. What system do you have in place to monitor and measure the results of this cooperation/partnership? Is there any mechanism for inter-agency coordination to build synergies and leverage resources for child protection and well-being?
8. Has your district appropriated funding for the functioning of services, models and practices initiated by the partnership with international development partners? Which of them are now locally-financed? What are the major sustainability challenges and how do you intend to overcome them?

9. What are the challenges ahead for improving the lives of vulnerable children and women in your district? Would you see a role of UNICEF in the process of overcoming these challenges?

Guide for Group Discussion with professionals/service providers

(8-10/group; professionals who benefitted of capacity building through Country Programme 2010-2015 and/or are involved in UNICEF-supported activities, services, projects and programmes in the priority districts e.g. educators, health care professionals, teachers, social workers, therapists,, etc. depending on UNICEF activities in the respective district).

Introduction

- Introduction of the evaluator to the group. Presentation of participants
- Provision of background information to the discussion group:
 - The purpose of the discussion
 - The intended recipients of findings and how they will be used
 - How feedback will be handled (issues of anonymity, confidentiality, data protection)
 - Rules of the discussion group: who speaks when and agreement on how to indicate when one wants to speak
 - The time allocated for discussion and explanation of the discussion group approach
- Answering any questions participants might have.

Discussion framework (to be adapted depending on the type of participants)

1. Exploring actual learning experience

- What is your position and role in your organisation?
- Which new skills and knowledge do you retain following the trainings and technical assistance delivered by UNICEF through the CP 2010-2015? Do you apply new skills and approaches in your daily routine?
- Are there further needs for capacity building? In which area?

2. Exploring actual changes in behaviours and attitudes

- What is the profile of children and women that you deal with? (residence, education level of parents, socio-economic status of the family, CwD, etc.)
- How do you see your role in the process of improving access to basic services (education, health, nutrition, social protection, juvenile justice) for children from vulnerable groups?
- What do you think have been the biggest achievement of UNICEF and its programme in your district in terms of social inclusion and well-being of deprived children? Would have it been possible to achieve these changes (if any) without UNICEF support?
- Are these achievements/changes sustainable?
- Do you hear of any practices, models or services developed in your district which were transferred to other districts and/or informed decision-making process at national level?
- What are the challenges ahead in the sector you work and ways to overcome them? Do you see any particular role for you/UNICEF in this process?

End of Discussion

- Thanking participants for attending and giving feedback

Guide for Focus Groups with parents/caregivers

(6-8/group; parents of children who benefitted of support through the Country Programme 2010-2015 in the priority districts e.g. ECE, prevention of school dropping-out, juvenile justice, health, day care/home assistance services)

Introduction

- Introduction of the evaluator to the group
- Provision of background information to the focus group:
 - The purpose of the discussion
 - The intended recipients of findings and how they will be used
 - How feedback will be handled (issues of anonymity, confidentiality, data protection)
 - Rules of the focus group: who speaks when and agreement on how to indicate when one wants to speak
 - The time allocated for discussion and explanation of the focus group approach
- Answering any questions participants might have.
- Presentation of participants: they will be invited to present themselves (occupation, education, children in care, social/family difficulties, etc.) in order to adapt the questions below to the particular interests of the group

Discussion framework (to be adapted depending on the type of participants)

- What were the pressing needs and challenges that you have daily faced in 2010? What about today?
- What services have you used in order to cope with the challenges that are facing you and your children? How did you learn about these services available in your district?
- Have you encountered any difficulties in getting access (you, your children) to these services?
- Have you been satisfied with the quality of these services? Why?
- What was the most tangible benefit to your child and family life that you would highlight as a result of benefitting from these services?
- Would you recommend these services to other parents who are in a similar situation like you?
- (additional question for parents who benefitted of training, if the case) To what extent do you use the knowledge and skills acquired during the training in interacting with your child and in everyday life generally?
- What priority needs do you still have and how could be addressed in the future?

End of Discussion

- Thanking participants for attending and giving feedback.

Guide for Focus Groups with children (prevention of school dropping-out)

(6-8/group, age 15, separate groups of boys and girls, beneficiaries of services for services/activities aimed to prevent school dropping-out, supported by UNICEF 2010-2015)

Introduction

- Introduction of the evaluator to the children
- Provision of background information to the children in an easily understandable and friendly language:
 - The purpose of the discussion
 - The intended recipients of findings and how they will be used
 - How feedback will be handled (issues of anonymity, confidentiality, data protection)
 - Rules of the focus group: who speaks when and agreement on how to indicate when one wants to speak
 - Answering any questions children might have
 - Confirming that they can leave the focus group whenever they want
- Presentation of children

Discussion

- Do you like to come to school? What do you like about being here and what you do not like so much?
- Have you or a colleague of you been ever absent from school more than one month? Why (other than being ill)?
- What have you/your colleague done when not in school?
- Who convinced you/your colleague to return to school? Is it important to come to school?
- Are you intending to finish the high school? What do you intend to do in the future?

End of Discussion

Thanking children for attending and responding to questions

Guide for interviewing children who benefitted of juvenile justice services in CAE

Introduction

- Introduction of the evaluator to the child
- Provision of background information in an easily understandable and friendly language:
 - The purpose of the discussion
 - The intended recipients of findings and how they will be used
 - How feedback will be handled (issues of anonymity, confidentiality, data protection)
 - Answering any questions the child might have
 - Confirming that s/he can leave the interview whenever s/he wants

Discussion

- What is your daily programme in general?
- How often do you come to the CAE?
- What are you doing in the CAE? (activities)
- What do you like about being here and what you do not like so much?
- In your opinion, is it useful to come to the CAE or not? Please justify your answer.

End of Discussion

- Thanking children for attending and responding to questions.

Guide for roundtable with NGOs

(5-6 organisations; NGOs and coalitions of NGOs which partnered with UNICEF to promote children's rights and improve service provision in PDs)

Introduction

- Introduction of the evaluator to the participants
- Presentation of participants
- Provision of background information to participants:
 - The purpose of the round table
 - The intended recipients of findings and how they will be used
 - How feedback will be handled (issues of anonymity, confidentiality, data protection)
 - The time allocated for the round table
- Answering any questions participants might have.

Discussion themes

- Civil society in Tajikistan at province and district level: interests, mandates, target groups, development maturity, challenges

- Partnerships with local governments and donors active in the PDs: theme/area, make-up, significant results for children
- Experience of working with UNICEF, as Implementing Partners
- Local practices in the PDs: success stories/innovation, scaling-up, horizontal transferability
- Priority needs at district level for promoting children's rights and well-being

End of Discussion

- Thanking participants for attending and giving feedback.

DISTRICT DATA SHEET

Priority District (Region):

Date of completion:

Contributing UNICEF staff:

I. General indicators (as per RRF Matrix)

Indicator	Infant mortality rate - Deaths per 100,000 live births	Under-five mortality rate - Deaths per 1000 live births	Exclusive breastfeeding rate	Net enrolment rate in pre-school education (total; girls)	Net enrolment rate in the 9 th grade (total; girls)	% of out of school children at the compulsory education age level (total; girls)	Poverty rate	% of schools with access to gender-sensitive facilities for safe water supply	Ratio between children in residential care and children in alternative family based care	Ratio of children who received a non-custodial sentence to total no. of incarcerated children
2010										
2014										

II. Typology of services/Interventions supported by CP 2010-2015 and beneficiaries:

Type of service/ intervention*	Final beneficiaries			
	Type of beneficiary**	Number	of which girls/women (as the case)	Comments
Child Survival and Development				
Immunisation				
Neonatal care and resuscitation services				
Sanitation and hygiene education				
Psychological medical pedagogical consultation centres				
Other (pls specify)				
Education				
Girls education				
ECE centres/groups/facilities				
Early warning system for preventing school dropping out				
Other (pls specify)				

Child Protection				
Day care centres				
Home aid support				
Referral services				
Foster care				
Centres for additional education				
Child friendly courts				
Other (pls specify)				
Policy&Planning				
Child rights mainstreaming in local planning and budgeting				
Child rights mainstreaming in local data collection				
Other (pls specify)				

**As the case **Specify: children with disability, children in conflict with the law, out-of-school children, children at risk of dropping out, children without parental care, new-borns, other (pls specify) AND/OR women/parents (specify their situation: poor, vulnerable, with HIV/AIDS, single mothers, foster parents, etc.)*

III. Capacity building activities for professionals (supported by CP 2010-2015):

Type of capacity building activity (201-2015)	Professionals (2010-2015)			Comments
	Type of professional*	Number	of which women	
Training courses				
Workshops				
New protocols, toolkits, guides, standards, etc.				
Other (pls specify)				

**Specify: educators, teachers, health care professionals, social workers, lawyers, juvenile justice professionals, therapists, psychologists, police officers, local planners, other (pls specify)*

IV. Intensity of support

Type of support (consolidated 2010-2015), in USD							
Total, of which:		Direct cash transfers		Direct cash transfers to NGOs		Supplies	
Planned	Spent	Planned	Spent	Planned	Spent	Planned	Spent

Type of programme (consolidated 2010-2015), in USD			
Child Survival and Development	Education	Child Protection	Policy and Planning

Planned	Spent	Planned	Spent	Planned	Spent	Planned	Spent

Cash contribution of the Implementing Partners (consolidated 2010-2015), in USD

- Local government:
- NGO:

In-kind contribution of the Implementing Partners (consolidated 2010-2015), in USD

- Local government: yes/no; if yes, pls provide examples
- NGO: yes/no; if yes, pls provide examples

Has the local government been able to attract additional resources from other donors: yes/no; if yes, from whom, when and for what (pls provide examples)

V. Implementation challenges

- Delays in implementation: yes/no; if yes, specify why:
- Financial and contractual procedures observed by the Implementing Partner: yes/no; if no, what exactly

VI. Innovative approaches

Pls describe briefly any innovative approaches or success story that would be worth being noted in the evaluation report (including any scaling-up or transfer to non-target districts)

Annex 5 – Documents Consulted during Evaluation

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Public Organization Avicenna (2013), "Youth and local budget" project, Final programme report

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Stern, E. (2009) 'Editorial', Evaluation 15.5: 5 – 7

Stern, E. et al (2012), "Broadening the range of designs and methods for impact evaluations", DFID Working paper 38, London, UK/Glasgow, Scotland

TAJSTAT, "2015 Tajikistan in Figures"

The Coalition of NGOs of Tajikistan to the UN Human Rights Committee (2013), "On the Republic of Tajikistan's Implementation of the International Covenant on Civil and Political Rights", NGO Report

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UNICEF Tajikistan Country Programme-related documents: Country Programme Document 2010-2015; Country Programme Action Plan 2010-2015; Results and Resources Framework; UNICEF Annual Reports 2010-2014; Outcome/Output Performance Summary by Business Area (RAM retrieval, September 2015); Memorandum of Understanding between UNICEF, Ministry of Economic Development and Trade and priority districts; Rolling Workplans with line ministries and other central authorities; theories of change and determinant analyses; projects concept papers; mid-term review of the Country Programme, impact assessments and project evaluation reports; monitoring tools; technical and financial monitoring data; annual work plans of priority districts; selected City and District Development Plans; direct cash transfers examples; Project Cooperation Agreements with NGOs; ToR for field monitors; monthly monitoring reports and trip reports; consultants' reports; selected deliverables

United Nations Children's Fund (2013), "Global Initiative on Out-of-School Children. Tajikistan Country Study", UNICEF, Dushanbe, Tajikistan

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The Observatory of Economic Complexity: <https://atlas.media.mit.edu/en/profile/country/tjk/>

Tojikinfo: www.tojikinfo.tj

TransMonee country profile 2015, <http://www.transmonee.org>

UN site on MDGs:

<http://mdgs.un.org/unsd/mdg/Resources/Static/Products/Progress2015/Snapshots/TJK.pdf>

UNDP human development reports: <http://hdr.undp.org/en/content/table-5-gender-related-development-index-gdi>:

UNDP Tajikistan site: <http://www.tj.undp.org/content/tajikistan/en/home/mdgoverview/overview/mdg4/>

<http://www.tj.undp.org/content/tajikistan/en/home/mdgoverview/overview/mdg5/>

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<http://www.worldbank.org/en/country/tajikistan/overview> , <http://www.worldbank.org/en/news/press-release/2015/11/17/world-bank-economic-update-for-tajikistan-discussed-in-dushanbe>,

<http://data.worldbank.org/country/tajikistan?display=graph>

Annex 6 – People Consulted during Evaluation

No.	Name	Position/Function	Institution/Organisation
UNICEF			
1.	Lucia Elmi	Representative	UNICEF Tajikistan
2.	Marjan Montazemi	Deputy Representative	UNICEF Tajikistan
3.	Yusuf Kurbonkhojaev	Social Policy Officer	UNICEF Tajikistan
4.	Farkhod Saydullaev	Child Rights Monitoring Specialist	UNICEF Tajikistan
5.	Mutrib Bakhrudinov	Health Specialist	UNICEF Tajikistan
6.	Nisso Kasymova	HIV/AIDS and Youth Officer	UNICEF Tajikistan
7.	Naima Mirojova	Finance assistant	UNICEF Tajikistan
8.	Parviz Abduvahobov	Education Specialist	UNICEF Tajikistan
9.	Salohiddin Shamsiddinov	Child Protection Officer, Child Care	UNICEF Tajikistan
10.	Farida Karimova	Field Monitor, Sughd province	UNICEF Tajikistan
11.	Zarina Alizoda	Field Monitor, Khatlon province	UNICEF Tajikistan
12.	Khamza Abdurakhimov	Social and Economic Policy and M&E Programme Assistant	UNICEF Tajikistan
13.	Margje Talen	UN Volunteer / Social Work Specialist	UNICEF Tajikistan
14.	Arthur van Diesen	Former Deputy Representative of UNICEF Tajikistan	UNICEF Jordan
15.	Shukufa Ibodova	former M&E Officer in UNICEF Tajikistan	
Ministries, other government bodies			
16.	Sherali Rahmatulloev	Head of Mother and Child Department	Ministry of Health and Social Protection
17.	Khisrav Nazifov	Head of Child Rights and Juvenile Justice Department	Ministry of Justice
18.	Aliev Abdujabbor Azizovich	Head of Department for Preschool and Secondary Education	Ministry of Education
19.	Nazirova Latofat Kahorovna	Director	Republican Teacher Training Institute
20.	Mustafo Rustamovich Abdulloev	Chief Specialist, Department of regional development and monitoring implementation of the national programmes	Ministry of Economic Development and Trade
21.	Budnikova Elena Vasilievna	Head of Social Statistic Department	Agency of Statistics
Ombudsman			
22.	Umarova Guljahon	Head of Department for State Protection of Children Rights	Commissioner for Human Rights in the Republic of Tajikistan

23.	Nizomov Adduhalim Burievich	Deputy Head of Department for State Protection of Children Rights	Commissioner for Human Rights in the Republic of Tajikistan
24.		Head of Department for State Protection of Children Rights	Commissioner for Human Rights in the Republic of Tajikistan
International development partners			
25.	Andrea Vogt	National Director	Operation Mercy
26.	Nazarkhudo Dastambuev	Director Education Programs	Branch Office of the International Organization of Open Society Institute Assistance Foundation in Tajikistan
27.	Jurabek Sattorov	Senior Local Governance Officer	UNDP Tajikistan
28.	Khurshed Irgitov	Programme associate	UNFPA Tajikistan
29.	Shamsiya Miralibekova	Technical Advisor	Handicap International, Tajikistan
30.	Zanjirbek Karamov	Program Manager	Handicap International, Tajikistan
31.	Nicolas Oberlin	Country Director Tajikistan	World Food Programme
32.	Zulfiya Pirova	Programme Officer	WHO
District governments			
33.	Sattorov Ilhom	Deputy Chairman	Panjakent district khukumat
34.	Murodova Bikhatcha	Former Secretary of the Commission on Child Rights	Child Rights Unit, Panjakent district
35.	Barotova Sharofat Elamberdieva	Methodist behaviour	Education Department, Panjakent district
36.	Shadmanova Olesya Victotovna	Methodist early learning	Education Department, Panjakent district
37.	Karimov Maruf	Head of Education Department	Education Department, Panjakent district
38.	Odiljon Haydar	Secretary of the Commission on Child Rights	Child Rights Unit, Rasht district
39.	Loiqova Zumrad Qadriddinova	Deputy Chairwoman	Rasht district khukumat
40.	Ortiqov Holmahmad	Head of Education Department	Education Department, Rasht district
41.	Ismatov Numonsho	Head of Social Department	Social Department, Rasht district
42.	Loikov Saydehson	Head of SAHU	SAHU, Rasht district
43.	Siyahakov Ruzimat	Head of Administration	Rumi district khukumat
44.	Hasanaliyev Safarali	Secretary of the Commission on Child Rights	Child Rights Unit, Rumi district
45.	Alifbekova Hayri	Methodist for primary education	Education Department, Rumi district
46.	Hakimov Hayrulo	Head of Education Department	Education Department, Rumi district
47.	Haydar Sulaymonov	Former Head of Social Department	Social Department, Hissor district
48.	Sobirov Abdulaziz	Secretary of the Commission on Child Rights	Child Rights Unit, Hissor district
49.	Nazri Asadzoda	Head of Education Department	Education Department, Hissor district

Health, education and child protection professionals			
50.	Bekov Narzullo	Director	Centre for Additional Education, Panjakent
51.	Qurbonova Fariza	Pedagogue (social worker outreach services)	Centre for Additional Education, Panjakent
52.	Rajabova Mahbuba	Psycho-pedagogue (social worker outreach services)	Centre for Additional Education, Panjakent
53.	Jalilova Surayyo	Deputy Director	Jamoat Hurmi, Panjakent district
54.	Hamnonova Dilafruz	ECE teacher	Jamoat Hurmi, Panjakent district
55.	Jumaeva Karima	Primary school teacher	Jamoat Hurmi, Panjakent district
56.	Nabieva Dilovara Aliyazdonova	Deputy chief medical officer for treatment	Maternity Hospital, Panjakent district
57.	Buriev Muboriz Narzikulovich	Chief of Maternity Hospital	Maternity Hospital, Panjakent district
58.	Malika Rahmonqulova	Head of Reproductive Health Centre	Reproductive Health Centre, Panjakent
59.	Mahina Gafurova	Chief of Women Medical Consulting Department	Women Medical Consulting Department, Panjakent
60.	Bakhriev Kamoliddin	Chief District Hospital	Panjakent
61.	Mirzoev Sobirjon	Director of HIV Centre	HIV Centre, Rasht
62.	Sadriddinov Talbilucha	Director of Immunization Centre, Programme in Rasht area (5 districts)	Immunization Centre, Rasht
63.	Isoev Jumaboy	Director of Immunization Centre, Programme in Rasht district	Immunization Centre, Rasht
64.	Hakimov Abdurasul	Director of Integrated Children Diseases Centre	Integrated Children Diseases Centre, Rasht
65.	Pirisishoeva Nazirbi	Chief maternity department	District Hospital, Rasht
66.	Nizomova Aziza	Gynecologist	District Hospital, Rasht
67.	Ghiyosov Hoibrullo	Head of Surgery Department	District Hospital, Rasht
68.	Bobokalonova Mavluda	Director of Family Reproductive Health	Reproductive Health Centre, Rasht
69.	Nurov Qulmahmad	Deputy Chief of District Hospital	District Hospital, Rasht
70.	Solihov Alimahmad	Chief of District Hospital	District Hospital, Rasht
71.	Yorov Kamoliddin	Director of Tropical Centre	Tropical Centre, Rasht
72.	Fayzulloeva Z.	Obstetrician	Rural Health Centre, Jamoat Navdi, Rasht district
73.	Qodirov Homid	Nurse	Rural Health Centre, Jamoat Navdi, Rasht district
74.	Shokirov Mahmaddovud	Nurse	Rural Health Centre, Jamoat Navdi, Rasht district
75.	Ghiyosov Davlatmahmad	Nurse	Medical house, Jamoat Navdi, Rasht district
76.	Molikova Gulchehra	Nurse	Medical house, Jamoat Navdi, Rasht district
77.	Abdujaborov Rustam	Nurse	Medical house, Jamoat Navdi, Rasht district
78.	Rahmonova Firuza	Nurse	Medical house, Jamoat Navdi, Rasht district
79.	Shorahimova Firuza	Nurse	Medical house, Jamoat Navdi, Rasht district
80.	Gulova Shamsihon	Nurse	Medical house, Jamoat Navdi, Rasht district

81.	Banoeva Parvina	Nurse	Medical house, Jamoat Navdi, Rasht district
82.	Nabieva Gulshan	Nurse	Rural Health Centre, Jamoat Navdi, Rasht district
83.	Saburova Bunavsha	Nurse	Rural Health Centre, Jamoat Navdi, Rasht district
84.	Zaqoeva Hursheda	Nurse	Rural Health Centre, Jamoat Navdi, Rasht district
85.	Kamolova Dilafruz	Obstetrician-gynecologist	Rural Health Centre, Jamoat Navdi, Rasht district
86.	Haydarova Dilafruz	Health para-professional	Rural Health Centre, Jamoat Navdi, Rasht district
87.	Gulova Husnbonu	Head of Rural Health center	Rural Health Centre, Jamoat Navdi, Rasht district
88.	Khadija Mahmadova	Peer Trainer	School № 1, Jamoat Garm town, Rasht district
89.	Victoria Saidova	Peer Trainer	School № 1, Jamoat Garm town, Rasht district
90.	Nargisa Khojaeva	Peer Trainer	School № 29, Jamoat Navdi, Rasht district
91.	Hosiyat Haydarova	Peer Trainer	School № 27, Jamoat Navdi, Rasht district
92.	Ghafforov Shuhratjon	Teacher	School № 26, Jamoat Qal'anak, Rasht district
93.	Roziqov Loiq	Teacher	School № 26, Jamoat Qal'anak, Rasht district
94.	Mirzosharifova Qimatbi	Teacher	School № 26, Jamoat Qal'anak, Rasht district
95.	Marina Dodarbekova	Teacher	School № 26, Jamoat Qal'anak, Rasht district
96.	Sadod Mirakov	Teacher	School № 26, Jamoat Qal'anak, Rasht district
97.	Eshanov Mirzoqiyom	Teacher	School № 26, Jamoat Qal'anak, Rasht district
98.	Shakorov Mahmadoir	Deputy Director	School № 26, Jamoat Qal'anak, Rasht district
99.	Mahmadov Kamoluddin	Director	School № 26, Jamoat Qal'anak, Rasht district
100.	Jomidov Abdulvohid	Doctor	Day Care Centre, Rasht
101.	Ghiyosov Nuriddin	Director	Day Care Centre, Rasht
102.	Qurbonova Jahongul	Nurse / Physiotherapist	Day Care Centre, Rasht
103.	Ghiyosova Tillohon	Nurse / Physiotherapist	Day Care Centre, Rasht
104.	Holova Tutiniso	Nurse / Speech therapist	Day Care Centre, Rasht
105.	Yorova Parvina	Pedagogue / Psychologist	Day Care Centre, Rasht
106.	Sharipova Shahlo	Pedagogue	Day Care Centre, Rasht
107.	Umarova Dilbar	Social worker (outreach group)	Day Care Centre, Rasht
108.	Mirzoeva Ganjina	Social worker (outreach group)	Day Care Centre, Rasht
109.	Latipova Hadhyabonu	Social worker (outreach group)	Day Care Centre, Rasht
110.	Bahronova Mavjuda	Social worker (outreach group)	Day Care Centre, Rasht
111.	Nazarov D.T.	Deputy Chief of District Hospital	District Hospital "Najot", Rumi
112.	Holov A.M.	Head of Primary Health Centre	District Hospital "Najot", Rumi
113.	Muminshoeva Z.I.	Head of Maternity Department	District Hospital "Najot", Rumi
114.	Nazarova M.	Deputy Chief of Primary Health Centre	District Hospital "Najot", Rumi
115.	Mashanov B.J.	Head of Immunization Centre	District Hospital "Najot", Rumi
116.	Nosirov B.	Director of Family Health Centre	Family Health Centre, Rumi
117.	Nasrulloev M.	Director of Integrated Children Diseases Centre	District Hospital "Najot", Rumi

118.	Umarova N.	Director of Reproductive Health Centre	Reproductive Health Centre, Rumi
119.	Saidov H.	Deputy Chief of PHC	District Hospital "Najot", Rumi
120.	Ergash Bobomurodov	Director of Rural Health Center	Rural Health Centre "K. Marx", Jamoat Uzun, Rumi district
121.	Kizralgul Shukurova	Family health nurse	Rural Health Centre "K. Marx", Jamoat Uzun, Rumi district
122.	Mutabar Hudaynazarova	Medical registrar	Rural Health Centre "K. Marx", Jamoat Uzun, Rumi district
123.	Yusupova Saodat	ECE teacher	School № 42, Jamoat Kalinin, Rumi district
124.	Haydarova Tursunoy	ECE teacher	School № 40, Jamoat Navobod, Rumi district
125.	Gulmurova Husnigul	ECE teacher	School № 33, Jamoat Navobod, Rumi district
126.	Solieva Zulfia	ECE teacher	School № 46, Jamoat Frunze, Rumi district
127.	Ahmedova Muhayyo	ECE teacher	School № 6, Jamoat Tugalang, Rumi district
128.	Nosirova Shahlo	ECE teacher	School № 1, Jamoat Isoev town, Rumi district
129.	Isoev Mahmudulo	ECE teacher	School № 50, Jamoat Uzun, Rumi district
130.	Juraeva Hurmatoy	ECE teacher	School № 5, Jamoat Tugalang, Rumi district
131.	Habibova Nargis	ECE teacher	School № 44, Jamoat Kalinin, Rumi district
132.	Azamov Anvar	Director	District Hospital, Hissor district
133.	Fatima Kurbanova	Director	Day Care Centre "Oftobak", Hissor
Civil Society Organizations			
134.	Tengiev Kholmahmad Ahmadovich	Chairman	Tajik Blind Union in Dushanbe
135.	Mavjuda Rakhmonova	Director	NGO "Refugees, Children and Vulnerable Citizens"
136.	Hakim-zade Sabohat	Chairman	Association of Parents of Children with Disability
137.	Qodirov Shodibek	Chairman	NGO "Economics and Education"
138.	Rajabova Zarnigor	Executive Director	Republican NGO "Initiative Youth of Tajikistan"

Note:

The list above does not include the children and parents who participated in the focus groups.

Annex 7 – Country Programme Utilization Budget

CP structure	Duration	Planned	Funded	Committed	Actual	Utilized	Utilization rate	Balance
001 - PCR 1: CHILD SURVIVAL AND DEVELOPMENT	2010-2015	10,976,120	14,862,663	977,068	11,942,961	12,920,029	87%	1,942,634
001 - 1.1. POLICY / ADVOCACY	2010-2014	1,352,250	1,471,169	0	1,467,902	1,467,902	100%	3,267
002 - 1.2. MOTHER AND CHILD HEALTH/NUTRITION	2010-2014	2,461,920	3,524,074	0	3,520,890	3,520,890	100%	3,184
003 - 1.3. COMMUNITY INTERVENTIONS/EMPOWERMENT	2010-2014	1,196,843	1,140,559	0	1,140,559	1,140,559	100%	0
004 - 1.4. PMTCT / PEADIATRIC AIDS	2010-2014	1,455,248	1,371,768	0	1,371,716	1,371,716	100%	52
005 - 1.5. PREVENTION OF HIV IN YOUTH	2010-2014	504,414	601,681	0	601,440	601,440	100%	241
006 - 1.6 MATERNAL, NEONATAL AND CHILD HEALTH	2014-2015	1,634,421	2,489,350	346,580	1,218,555	1,565,135	63%	924,214
007 - 1.7 MATERNAL AND CHILD NUTRITION	2014-2015	1,618,992	3,514,278	610,229	1,984,920	2,595,149	74%	919,130
008 - 1.8 HIV	2014-2015	1,158,355	749,785	20,259	636,979	657,238	88%	92,547
002 - PCR 2: EDUCATION	2010-2015	10,011,761	10,211,663	160,096	9,626,822	9,786,918	96%	424,745
001 - 2.1. EARLY LEARNING	2010-2015	2,522,979	2,258,131	45,526	2,006,054	2,051,580	91%	206,551
002 - 2.2. GIRLS' EDUCATION	2010-2014	2,360,772	2,581,553	0	2,581,557	2,581,557	100%	(4)
003 - 2.3. WASH	2010-2014	920,581	919,174	0	919,174	919,174	100%	0
004 - 2.4. EMERGENCY PREPAREDNESS AND RESPONSE	2010-2014	1,400,729	1,043,787	0	1,043,787	1,043,787	100%	0
005 - 2.5. LSBE	2010-2014	417,899	466,236	4	466,236	466,240	100%	(4)
006 - 2.2 OOSC	2013-2015	1,152,599	847,065	34,594	798,274	832,868	98%	14,197
007 - 2.3 QUALITY	2014-2015	1,377,143	1,762,391	79,973	1,478,412	1,558,386	88%	204,005
08 - Programme support	2011	333,326	333,326	0	333,326	333,326	100%	0
003 - PCR 3: CHILD PROTECTION	2010-2015	6,094,926	5,902,376	93,726	5,548,537	5,642,263	96%	260,113
001 - 3.1. CHILD CARE SYSTEM REFORM	2010-2015	2,558,940	2,771,515	58,592	2,532,884	2,591,476	94%	180,039
002 - 3.2. FAMILY SUBSTITUTE CARE SERVICES	2010-2014	1,143,075	933,700	0	933,700	933,700	100%	0
003 - 3.3. JUSTICE FOR CHILDREN	2010-2015	2,151,915	1,956,165	35,134	1,840,957	1,876,091	96%	80,074
04 - Programme support	2011	240,996	240,996	0	240,996	240,996	100%	0
004 - PCR 4: POLICY AND PLANNING	2010-2015	3,646,758	3,510,317	108,507	3,159,007	3,267,514	93%	242,803
001 - 4.1. CHILD RIGHTS MONITORING	2010-2015	1,097,944	758,322	33,620	683,269	716,889	95%	41,433
002 - 4.2. PUBLIC POLICY AND BUDGETING	2010-2015	1,327,724	1,428,007	39,722	1,241,999	1,281,721	90%	146,287
003 - 4.3. GOVERNMENT, CIVIL SOCIETY ORGANIZATIONS	2010-2011	426,819	616,071	0	616,071	616,071	100%	0
005 - 4.3. STRONG PARTNERSHIP FOR CHILD RIGHTS	2010-2015	721,262	526,307	35,164	436,059	471,224	90%	55,083
04 - Programme Support	2010	167,789	181,609	0	181,609	181,609	100%	0
005 - PCR 5 (Support): Effective & efficient programme management	2010-2011	927,658	927,658	0	927,658	927,658	100%	0

01 - (Support): Effective & efficient programme management & op	2010	443,594	443,594	0	443,594	443,594	100%	0
02 - (Support): Effective & efficient programme management & op	2011	484,064	484,064	0	484,064	484,064	100%	0
800 - PCR 5: SUPPORT	2010-2015	1,201,410	1,429,740	89,860	1,219,984	1,309,844	92%	119,895
001 - 5.1. GOVERNANCE AND SYSTEMS	2010-2015	77,124	40,424	1,990	37,655	39,645	98%	779
002 - 5.2. FINANCIAL RESOURCES AND STEWARDSHIP	2010-2015	1,079,425	1,323,897	84,602	1,124,213	1,208,815	91%	115,082
003 - 5.3. HUMAN CAPACITY	2010-2015	44,861	65,419	3,269	58,116	61,385	94%	4,034
TOTAL		32,858,633	36,844,417	1,429,257	32,424,969	33,854,226	92%	2,990,190

Annex 8 – Template for documenting models

UNICEF Template for model description

The template to be filled out by a responsible officer, consulted with the respective Regional Advisor and submitted to the program meeting for initial review. Each model initiative is a subject to CMT review and Representative approval.

1. Purpose of the model¹²	
2. Contact person (name, title, email)	
3. Hypothesis¹³ (max 100 words)	
4. Overall Results of the Model formulated as Child Rights Realisation (max 50 words)	
5. Indicators as basis for Hypothesis (baseline (B), targets (T) and source of data (DS))	
6. Sustainability /Exit Strategy and termination date (max 100 words)	
7. Monitoring mechanisms (max 50 words)	
8. Equity based impact evaluation¹⁴ (max 50 words)	
9. Potential national scaling up strategy (CBA¹⁵, BIA¹⁶, estimated resources¹⁷) (max 100 words)	
10. Planned documentation¹⁸	

¹² The model should directly link to a Theory of Change (ToC) for overall program intervention

¹³ An equity based hypothesis to describe the pathways from model to ToC

¹⁴ With clearly scheduled, budgeted for, partner-led, which assess of the model meets HR standards and close equity gaps

¹⁵ CBA – Cost Benefit Analyses – systematic process for calculating and comparing benefits and cost of a project, decision or public policy

¹⁶ BIA – Beneficiary Incidence Analyses – to measure the distributional incidence of benefits for different groups e.g. HHs at different income levels

¹⁷ Needed resources for scaling up (human, financial, organisational)

¹⁸ Clear dates and budget to document the practice

(max 50 words)	
11. Dissemination (Communication and Advocacy Plans with strategy and budget) (max 100 words)	
12 Total budget for model (amount in USD and source)	
13. Indicate SP 2014-2017 outcome and outputs?	
14. Contribution to which Regional Knowledge and Leadership Area (RKLA)	
15. Key bottleneck to be addressed (max 50 words)	
16. Link to national policies and strategies (max 50 words)	
17. Is part of CPAP/ IMEP and RWP? (yes or no)	CPAP – IMEP – RWP –
18. Key envisaged strategies (max 100 words)	
19. Geographic area (and control areas if envisaged)	
20. Key Duty bearers; professionals	
21. Is participation of children, concerned population and partners envisaged in model design, implementation, evaluation? (max 50 words)	
22. Key risks and assumptions from the project logframe (max 100 words)	

Annex 9 – Evaluation Sampling

Apart from desk review of relevant documentation, interviews with key informants, focus/discussion groups and round tables, the evaluation methodology included site visits to a sample of PDs for in-depth review.

UNICEF suggested a sample of districts which has been screened by the International Consultant against several sampling criteria to check its representativeness for the work of UNICEF in the priority districts. More specifically, the following sampling criteria have been used:

- 1) *Geographical distribution* i.e. districts belonging to at least 2 out of 4 provinces where the CP had decentralised interventions;
- 2) *Vulnerability and deprivation* i.e. districts from provinces where a large proportion of children are simultaneously deprived in 1-3 dimensions;
- 3) *Intensity of CP decentralised support* i.e. at least 20% of the total number of supported PDs; districts which benefitted of various degrees of UNICEF support since 2010 to allow a comparison;
- 4) *Typology of CP thematic support* i.e. representation of all programme components (child survival and development; education; child protection; policy and planning); at least two specific interventions in each area of thematic support.

The Sample resulted after applying the sampling criteria was composed of 3 districts (Panjakent, Rasht and Rumi¹⁹), representing 25% of the total number of priority districts targeted by the CP 2010-2015. The Table below provides an overview of the sampling criteria and compliance of the sampled districts.

Evaluation Sampling Criteria

Criterion	Panjakent	Rasht	Rumi
Geographical distribution			
Province representation			
- Sughd	x		
- Khatlon			x
- Districts under Direct Subordination (DDS)		x	
Vulnerability and deprivation			
Child deprivation (% of children) ²⁰			
- children 0-4 deprived simultaneously in 1-3 dimensions	Sughd 75%	DDS 79%	
- children 0-4 deprived simultaneously in 1-4 dimensions			Khatlon 86%
Intensity of CP decentralised support			
Percentage of sampled districts			

¹⁹ The ToR suggest 2 PDs (located in Sughd and DDS provinces) to be included in the sample, representing only 16.6% of the total number of PDs, which is a too low size. Khatlon region is a poor region, confronted by many social development challenges, hence its representation in the sample by a third district, Rumi. This brings the sample size to 25% of all supported PDs. Panjakent was preferred against Istaravshan, suggested in the ToR, due to a much richer portfolio of UNICEF support.

²⁰ Neubourg, C., Karpati, J., Cebotari, V., "Deprivation and Poverty Among Children in Tajikistan A Multiple Overlapping Deprivation Analysis (MODA)", Economic Policy Research Institute, February 2015

Criterion	Panjakent	Rasht	Rumi
3 of 12 = 25% of the total number of PDs	x	x	x
Degree of support			
- supported since 2010/11 (in the lot of 12 PDs)	x	x	x
- intensified support since 2013, following Mid-term Review		x	
- intensified support since 2014, following MoEDT request ²¹			x
Typology of CP thematic support			
Programme Components			
- child survival and development	x	x	x
- education	x	x	x
- child protection	x	x	x
- policy and planning	x	x	x
Specific interventions in each area of thematic support ²²			
<i>Child survival and development</i>			
- maternal and child health/nutrition	x	x	x
- community intervention/ empowerment			x
- Prevention of Mother to Child Transmission/Paediatric AIDS	x	x	x
<i>Education</i>			
- early learning	x		x
- girls education	x	x	x
- emergency preparedness and response		x	
- Life Skills Based Education	x	x	x
<i>Child protection</i>			
- family support care	x	x	x
- family substitute care	x	x	x
- juvenile justice	x		
<i>Policy and planning</i>			
- evidence based policy	x	x	x
- public policy and budgeting	x	x	x

The control district (Hissor) suggested in the ToR has been considered for a qualitative comparison of results for children in the absence of UNICEF targeted support.

²¹ Source: UNICEF internal document “decentralized approach to programme implementation and geographical targeting of UNICEF programmes in Tajikistan”

²² Based on the mapping of services, 2012 (internal UNICEF document)