

# COMMUNICATION FOR DEVELOPMENT: AN EVALUATION OF UNICEF'S CAPACITY AND ACTION

## KYRGYZSTAN COUNTRY CASE STUDY

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## **Communication for Development: An Evaluation of UNICEF’s Capacity and Action – Kyrgyzstan Country Case Study**

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This report for Kyrgyzstan constitutes part of a global evaluation titled “*Communication for Development: An Evaluation of UNICEF’s Capacity and Action*” which includes five country case studies. The Kyrgyzstan case study report was prepared by independent consultants Birgitte Jallof, Mary Myers and Rob Lloyd, consultants with Itad. Krishna Belbase, Senior Evaluation Officer, EO led and managed the overall evaluation process in close collaboration with the UNICEF Kyrgyzstan Country Office where Galina Solodunova was the lead counterpart. Tina Tordjman-Nebe, Evaluation Specialist in the EO, supported the management of the evaluation including inputs to quality assurance.

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For further information, please contact:

Evaluation Office

United Nations Children’s Fund

Three United Nations Plaza

New York, New York 10017

[evalhelp@unicef.org](mailto:evalhelp@unicef.org)

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# ACRONYMS

AWP	Annual Work Plan
C4D	Communication for Development
CEE/CIS	Central and Eastern Europe and Commonwealth of Independent States
CO	Country Office
CPAP	Country Programme Action Plan
CPD	Country Programme Document
DCT	Direct Cash Transfer
ECD	Early Childhood Development
HQ	Headquarters
IR	Intermediary Result
KAP	Knowledge, Attitude and Practice
KCO	Kyrgyzstan Country Office
LTA	Long-Term Agreement
MTR	Mid-Term Review
NGO	Non-Governmental Organisation
NYHQ	New York Headquarters
PCA	Programme Cooperation Agreement
PCR	Programme Component Result
RAM	Results Assessment Matrix
RO	Regional Office
RR	Regular Resources
RWP	Rolling Work Plan
T4D	Theatre for Development
UNDAF	United Nations Development Agreement Framework
WASH	Water, Sanitation and Hygiene

# EXECUTIVE SUMMARY

Communications for Development (C4D) is the application of the principles of effective communication to further development objectives. UNICEF is one of the lead international agencies in promoting and using C4D as a cross-cutting programme strategy to drive positive behavioural and social change. It applies C4D across a variety of sector-specific issues such as open defecation, exclusive breastfeeding for the prevention of HIV and AIDS, and communicating with disaster-affected communities in humanitarian emergencies. Most recently, C4D was integral to the response to the ebola epidemic.

In recognition of the importance of C4D, UNICEF has made substantial investment in developing both its internal capacity and the capacity of national partners in designing and implementing C4D strategies. It has also taken significant steps towards better integrating C4D as a cross-cutting programme strategy into systems, policies, plans and practices at all levels of the organisation.

Given UNICEF's investment in C4D to date, the recent decision to fund further capacity development through the 'C4D Strengthening Initiative', and the ongoing evolution of C4D internally, a global evaluation was commissioned to look back over the past five years of capacity building efforts, and identify what has worked, areas for improvement and lessons learnt. The findings of the evaluation will guide future work in implementing C4D in UNICEF and strengthen its contribution to country programme results. This is the country case study report for Kyrgyzstan.

The country case studies had four main objectives (these link to the four objectives of the overall global evaluation):

1. Assessing the relevance, effectiveness and efficiency of the CO's efforts to (a) develop the individual knowledge and competences of staff in C4D and (b) enhancing the CO's overall capacity.
2. Assessing the extent to which, and how appropriately, C4D has been integrated into the CO structures and programmes;
3. Assessing how relevant C4D related planning and implementation has been (including through use of the global C4D benchmarks) to the contextual needs of the country programme; and identify factors driving or constraining the relevance of C4D-related planning and programming.
4. Reviewing C4D related performance monitoring and, knowledge management and assessing the evaluability of results (outcomes and impact) achieved through programmes using C4D interventions.

## Findings

### *Capacity development*

The assessment of capacity development looks at UNICEF Kyrgyzstan's efforts to build its internal capacity on C4D through accessing global support (e.g. the C4D course at the University of Ohio) and country office led activities. UNICEF's understanding of improved capacity includes both changes to individuals' knowledge and practices on C4D and changes to the country office's overall organizational capacity to implement C4D.

- In 2012 the KCO took a strategic decision to focus on C4D as a means to change behaviour and awareness, to give children a voice and to promote a rights-based approach. As a result there has

been good investment in building C4D capacity when one considers the relatively small size of the country programme.

- The Ohio and UPenn courses and in-country C4D trainings have been relevant to the needs of the participants; the courses targeted the right individuals and used the right mix of learning methodologies.
- The Ohio and UPenn courses and in-country C4D trainings have been largely effective in improving C4D knowledge and practice at a generic level whereas local workshops have involved more people and have addressed country-level realities. Although there was good follow-up by U.S. course participants in terms of passing on their knowledge to colleagues on their return, there is still a need for follow up to these courses to further cement and deepen learning. Without this there is a high risk that the capacity gains that have been achieved will be eroded.
- Human resources for C4D are limited and insufficient to meet the demands of the country programme. At present, having only one C4D specialist is not enough to effectively service all of the Sections. Efforts to increase capacity through a network of focal points embedded in Sections are a positive step, but this will require investment in building these focal points' capacity on C4D.
- There is generally a positive environment around C4D in the KCO and some senior staff are outstanding champions. Some Section Chiefs are more active champions of C4D than others.
- Moving forwards, the KCO needs to look at more efficient ways of building internal skills. In the future, more emphasis needs to be put on facilitating the transfer of knowledge and skills between peers and running country and regional-level training. These are less costly than the U.S. based courses, will reach more people, and could be more appropriate to the specifics of country and regional culture/social norms.

### ***Integration***

In order to assess the extent of C4D integration in country office structures and programming, the evaluation focused on a number of factors including: the extent to which there was a clear C4D strategy and vision across the country programme. How this strategy/vision has been reflected in core planning documents and processes. The extent and quality of reporting on C4D. The appropriateness of how the C4D function has been structured to deliver on the strategy and plans. The level of resourcing for C4D and the processes for resource mobilisation; and the ways in which C4D and external communications work together.

- There is strong support for C4D in UNICEF Kyrgyzstan but C4D is still not fully considered in the planning process of the CO . The fact that there is virtually no reference to problems that can be tackled by C4D in either the 2011 and 2015 Situational Analysis is indicative of this. However, the recent development of a new C4D strategy is an important step and presents a real opportunity for embedding C4D into the structures and processes of the KCO.
- The integration of C4D into CO monitoring is not sufficient. The majority of the Rolling Work Plans (RWPs) do not define C4D specific indicators and there is often confusion between objectives, results, indicators, activities and resources.
- Current levels of financial allocations for C4D are insufficient to meet the needs of the country programme. The key challenge to date has been that the C4D Specialist is not consistently involved in the resource mobilisation strategies of the CO. This is also a shortage of strong and well documented impact stories where the role of C4D stands out.
- Another challenge that the KCO will need to tackle in the future is how to manage the integration of C4D and External Communications as UNICEF shifts away from community engagement towards more upstream advocacy work in Kyrgyzstan.

- The move towards supporting the C4D function with an internal task force is a promising model. It has the potential to lead to better coordination of C4D across the country programme and consistent senior level oversight and backing for C4D.

### **Implementation**

The evaluation assessed implementation from three different angles. First, it looked across the five sectors of UNICEF Kyrgyzstan's work and summarised the progress that they have made in relation to C4D. Second, it looked at implementation from the perspective of the country office's performance against a set of global C4D benchmarks. Lastly, it distilled a set of findings about building partner capacity on C4D. Together this provides a rounded picture of what UNICEF is accomplishing on C4D and the lessons it is learning.

- C4D is a respected cross-cutting discipline in the KCO and is implemented with increasing professionalism.
- There has been a significant amount of activity around C4D in UNICEF Kyrgyzstan. However, across the C4D global benchmarks performance is mixed. This indicates a lack of consistency in the quality with which C4D is being designed and implemented. A key area for improvement is for UNICEF to take the lead in establishing multi-stakeholder taskforces that can coordinate and plan for C4D nationally and sub-nationally. Pushing for government partners to shake off old Soviet-era approaches and adopt more participatory C4D practices should also remain a priority.
- There has been limited C4D capacity support provided to partners to date and what has been delivered has been ad hoc and opportunistic. While NGO partners are viewed as already having good C4D capacity, government partners do not. Among government there is reluctance to move away from C4D as posters and pamphlets and to embrace the view that C4D should be evidence-based and participatory. Moving forwards, UNICEF Kyrgyzstan needs to develop a more structured and systematic approach to government capacity development that engages with the factors that are preventing it from being better embedded in government planning.

### **Evaluability**

Evaluability<sup>1</sup> was assessed by looking at whether it is possible *in principle* to evaluate the impact of a C4D intervention (i.e. whether there is a clear logic to the intervention, whether it is clear what behaviours are being changed, etc.) and whether it is possible to evaluate the intervention *in practice* (whether there is monitoring data being collected on behaviour change, the quality of that data etc.) Evaluability was assessed at two levels: at the level of the KCO Results Framework as a whole and two interventions with significant C4D components.

- Considering that C4D does not have a clear profile in the Results Framework, it would be difficult to measure/assess the contribution of C4D programming to specific Sector/Section results in the current country programme. The lack of clarity around the causal logic linking C4D activities to outputs and then to outcomes presents a major problem.
- The two individual programmes examined present much greater possibilities for evaluation: they were both scored positively for evaluability *in principle* and one of them was scored 'green' *in practice*. There is considerably greater clarity in the theories underpinning both interventions, and the role that C4D results and activities play in this. In both cases it was possible to see how C4D activities are being used to bring about specific behaviour changes. One programme we judged to have very strong monitoring data and system, the other we felt had room for improvement. This

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<sup>1</sup> The extent to which a C4D intervention can be evaluated in the future

suggests that in the future, were UNICEF to invest further in evaluating the impacts of its C4D work, the unit of analysis should be the individual C4D programmes rather than the overall country programme.

## Recommendations

Based on the findings of the evaluation a number of recommendations have been proposed for UNICEF Kyrgyzstan to take forward.

1. **UNICEF Kyrgyzstan should consider providing relevant capacity building to the new C4D focal points** who are currently in the process of forming a network of C4D champions within each Section. Workshops in the country or region, with a sectoral focus (i.e. health, WASH etc.), providing participants with a wide array of ways to apply C4D approaches effectively in a specific field, would be ideal. In this way each focal point would form a strong C4D network around him/her, and should take some of the work-load of the C4D Specialist.
2. **The Communications team in the KCO should instigate regular learning events for Section staff across the KCO.** For instance, these could be quarterly seminars run by the C4D Specialist but broader learning/seminar opportunities for Section staff could also be considered. This would ensure follow-up of capacity already built and would continue to share new approaches, new methodologies, new lessons-learnt and best practice examples.
3. **UNICEF's CEE/CIS Regional Office should consider appointing a full-time C4D adviser,** who could be pro-actively in touch with the C4D Specialist in Kyrgyzstan (and other country offices in the region) as well as sector specialists, to provide in-depth C4D knowledge and experience.
4. **UNICEF CEE/CIS Regional Office should consider facilitating regional capacity building activities for C4D staff and focal points.** Organising such activities regionally would pool experience from across the CIS region, would allow UNICEF C4D professionals to network together and share experiences particular to the former Soviet states, and would make training cost-effective (many small country programmes coming together on a regional level makes more sense than Kyrgyzstan organising training on its own).
5. **UNICEF C4D Unit at HQ should keep the C4D team in Kyrgyzstan updated on C4D consultants and LTA-holders** (quality of and past experience with) from a central database of C4D expertise external to UNICEF. If this were done centrally, it would be useful for all C4D teams, not just the KCO.
6. **UNICEF Kyrgyzstan should address the need to define, design and implement some effective standard operating procedures (SOPs) to consolidate the process of integration of C4D** which has already begun. This should include SOPs for routinely integrating the C4D Specialist into programme planning and resource mobilisation; identification of focal points in sectors and ensuring that their responsibilities are well described in job descriptions and performance reviews.

7. **UNICEF Kyrgyzstan should ensure that all Programmatic Sectors are provided with documentation** to provide support on how to best integrate C4D in planning, monitoring and evidence gathering.
8. **UNICEF Kyrgyzstan should redouble its efforts to improve monitoring and documentation of C4D results in the KCO.** For this to happen C4D needs to be described much better and highlighted more clearly in all RWPs (or as many as is appropriate) and in all future planning and monitoring frameworks, especially the CPAP and the Results Framework (even using something as simple as a highlighter pen would be a start). The logic gaps between C4D activities and higher level results/outcomes need to be addressed with a clear articulation of the links between activities and outcomes. Clearer indicators need to be written for internal monitoring and evaluation of C4D interventions within Sector programmes. Finally, results should be more clearly attributed to C4D efforts (where appropriate) and good impact stories should be written up and publicised, partly to aid fund-raising, partly to add to the UNICEF global C4D evidence-base.
9. **UNICEF Kyrgyzstan should consider organising some sort of retreat or reflection on the possible future implications of the country's increasing economic status (lower-middle-income status)** and what this may mean in future for the role of C4D and of external communications in a context in which systems strengthening and lobbying of government are likely to be increasingly important. The demarcation of roles between C4D and external communications may need to be re-defined, particularly as regards who has responsibility for advocacy in future.
10. **UNICEF Kyrgyzstan should consider conducting a C4D capacity assessment of key government partners** to better understand current knowledge, skills and practice and identify the major blockages for better integration of C4D into government planning and implementation.
11. **UNICEF Kyrgyzstan should consider reaching out to state academies that offer mid-career training for state employees** as a way of developing a longer term and more systematic approach to C4D capacity building for government partners. This approach might be more familiar to the state employees and especially to their superiors. At the same time it would also allow a far greater number of participants to be reached.
12. **The KCO Communications team should consider commissioning a systematic portfolio review of past C4D initiatives / programmes** and systematically identifying and documenting examples of C4D good practice to inspire and support the C4D work being done within the Sections. A more concerted effort to commission external independent evaluations of C4D impacts in ongoing programmes should be made and research/data collection efforts on behaviour/social change achieved by means of C4D initiatives should be more routine.

# 1. Introduction

Communication for development (C4D) is the application of the principles of effective communication to further development objectives. It is a process of informing, empowering and promoting dialogue through communication tools to allow people to take actions that improve their lives and communities. UNICEF is regarded as one of the lead international agencies in promoting and using C4D as a cross-cutting programme strategy. Since 2009, UNICEF has made substantial investments in developing both its internal capacity and the capacity of national counterparts in C4D.

In recognition of the central role C4D plays in UNICEF's programming and the investment that has been made in building capacity, a global formative evaluation was commissioned of UNICEF's capacity and action in C4D. Its purpose is to look back over the past five years and identify what has worked, areas for improvement and lessons learnt.

A central part of the global evaluation comprised five country case studies, in Bangladesh, Ethiopia, Kyrgyzstan, Nigeria and Viet Nam. These provided opportunities to look in more depth at how C4D capacity has been built; how C4D has been integrated into country office (CO) structures and programmes; how C4D programmes are being implemented; and the extent to which the impact of C4D initiatives could be evaluated in the future. This is the country case study report from the Kyrgyzstan country office (KCO).

The report is structured in five sections: **Section 1** is the introduction and includes details of the purpose, objectives and scope of the evaluation, and the objectives and methodology for the country study. **Section 2** provides background to UNICEF Kyrgyzstan and the 2012–16 country programme. **Section 3** presents the findings of the evaluation. This is divided into four sub-sections: C4D capacity development; the integration of C4D in the UNICEF Kyrgyzstan country programme and CO; implementation of C4D; and the evaluability of C4D. **Sections 4 and 5** present the conclusions and recommendations.

## 1.1. Purpose, objectives and scope of the evaluation

The purpose of the global evaluation of UNICEF's capacity and action in C4D is to generate credible and useful evidence on the capacity requirements for successful implementation of C4D in order to strengthen UNICEF's future action and results in this area. The findings of the evaluation will continue to guide UNICEF's future C4D work and partnerships in implementing the 2014–17 Strategic Plan and country programmes. The evaluation will feed into the Mid-Term Review (MTR) of the 2014–17 Strategic Plan and into the formulation of an updated C4D strategy/framework and related guidance. The evaluation will also help determine UNICEF's comparative advantage in C4D so as to inform UNICEF's engagement in the wider development communication community, and position it for C4D-related contributions to advance the post-2015 sustainable development agenda and children's rights.

The recent decision to launch the C4D Strengthening Initiative makes this evaluation timely. The C4D Strengthening Initiative is a comprehensive programme of work designed to further strengthen UNICEF's capacity to deliver C4D programmes.<sup>2</sup> It has been launched in recognition of the growing demand for C4D with UNICEF. With this significant investment about to be made in C4D, this

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<sup>2</sup> The C4D Strengthening Initiative is built around four areas of action: 1) systematising technical guidance; 2) enhancing technical capacity; 3) strengthening leadership and coordination; and 4) increasing institutional resources for core activities and innovations.

evaluation will help surface what has worked well in the past, what should be continued and what needs to change.

The scope of the evaluation is the period 2010–15. Within this period the greatest emphasis is on the past four years (2011–15). The evaluation looks back past 2010 but this is only to help understand the historical roots of more recent events.

For the full terms of reference for the evaluation see Annex 3.

The evaluation is formative and focuses on identifying improvements and learning on C4D. It is also theory-based and built around testing the theory of change that underpinned UNICEF's efforts to build capacity and integrate C4D in programming (see Annex 4 to view UNICEF's theory of change for C4D capacity and action). The evaluation uses a case-based approach that combines desk reviews and country studies to explore how UNICEF's theory of change for C4D capacity development and integration plays out in a sample of 25 country contexts. The approach to causal inference used is contribution analysis.

## 1.2. Objectives and scope of the Kyrgyzstan country case study

The Kyrgyzstan country study is one of five country case studies. Each country case study has four main objectives:

1. To assess the relevance, effectiveness and efficiency of the CO's efforts to (a) develop the individual knowledge and competences of staff in C4D and (b) enhance the CO's overall C4D capacity.
2. To assess the extent to which, and how appropriately, C4D has been integrated into the CO structures and programmes.
3. To assess how relevant C4D-related planning and implementation has been (including through use of proposed benchmarks) to the contextual needs of the country programme and identify factors driving or constraining the relevance of C4D-related planning and programming.
4. To review C4D-related performance monitoring and knowledge management and assess the evaluability of results (outcomes and impact) achieved through programmes using C4D interventions.

## 1.3. Country case study process and methodology

**Preparation and planning:** Prior to the country visit the evaluators reviewed core documentation from the KCO (see Annex 1 for a list of references). A series of phone calls were also conducted with the C4D specialist to plan the country visit and discuss which two C4D programmes should be selected for the evaluability assessment. The criteria used to inform the selection were:

- Programmes that were relatively mature;
- Programmes where C4D was a prominent part of the intervention;
- Programmes located in sections where C4D is central to the achievement of sector results.

Prior to the country visit an online survey was also sent to the KCO. This was to be coordinated and signed off by the deputy representative and to reflect the KCO's formal response to the evaluation. The survey covered factual issues and required the CO to make a judgement on current C4D capacity and performance. See Annex 6 to view the survey instrument.

**Country visit:** In-country data collection took place from 1 to 6 February 2016. The evaluation team had five working days. During this time, semi-structured interviews and group discussions were held. See Annex 2 for a list of all of the people engaged either through interviews or group discussion.

All interviews and group discussions were semi-structured using pre-prepared question guides. All questions linked back to the overarching evaluation questions. Detailed written summaries were taken of all interviews/group discussions. All interviewees were asked for their informed consent.

A field trip was undertaken to two implementing partners' C4D programmes. The first was a Water, Sanitation and Hygiene (WASH) Section programme in Jal School. The second was a youth centre in Orlovka village.

A validation workshop was held with CO senior management at the end of the visit.

**Analysis and write-up:** To support the analysis, an evidence matrix was used to bring together data from across the different data sources (document review, interviews/group discussions, survey). Based on this, a synthesis was undertaken against key evaluation questions. To ensure consistency in how judgements were made across the country case studies, rating scales were used to assess the level of integration of C4D in CO strategies and structures and evaluability. In assessing the quality of C4D implementation, the C4D benchmarks were used as proxies. For each benchmark a Red-Amber-Yellow-Green scoring scale was developed. This was used to assess the extent to which the CO had achieved the benchmarks in question (details of this scale can be found in Annex 7).

**Limitations of the country case study:** The time in country allowed the team to visit only two C4D programmes. This affected the team's ability to make judgements on how C4D programmes are being implemented in practice.

## 2. Background

### 2.1 UNICEF in Kyrgyzstan

The KCO budget for 2012–16 is approximately \$40 million and it has 50 staff members. This makes UNICEF Kyrgyzstan a relatively small CO (certainly the smallest of those in our five case study countries). That said, it is one of the biggest non-emergency programmes in the Central and Eastern Europe and the Commonwealth of Independent States (CEE/CIS) region. The previous country programme received significantly higher funding – particularly in 2010 – because of an ethnic conflict that broke out in the southwest of the country around Osh in that year.

Kyrgyzstan achieved lower-middle-income status two years ago, according to the World Bank.<sup>3</sup> This has meant a general shift to more upstream advocacy work for UNICEF.<sup>4</sup> Improving the lives of children is now more about policy work/advocacy and less about providing services and hands-on community mobilisation by UNICEF.

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<sup>3</sup> According to the 2014 Income Classifications released in July 2014 by the World Bank's Office of Development Economics and Chief Economist. The Bank updated the analytical country classification, which groups economies of the world into four categories based on 2013 gross national income per capita estimates: low-income, lower-middle-income, upper-middle-income and high-income. See <http://www.worldbank.org/en/news/press-release/2014/07/24/kyrgyz-republic-becomes-lower-middle-income-country>, accessed 25 August 2016.

<sup>4</sup> For further discussion of communications in this new context, see UNICEF, Global Communication and Public Advocacy Strategy, 2014.

The CO is based in the capital Bishkek. The representative and other members of the senior management team include the deputy representative, the operations manager, the head of the Communications Unit and the international programme specialist running the Osh zone office. There are five main sections headed by specialists (P3s and national officers at level C (NOCs)): Social Policy, Child Protection, Education, Health and Communications. Emergencies, WASH and Youth/Adolescence are represented by officers at NOB level.

There is also a subnational office – the Osh zone office – which has 18 staff members. The sections in the Osh zone office are Health (with Nutrition and WASH) and Child Protection-cum-Education; there is also a communications-cum-youth development officer.

The implementation arrangements and key partners of the KCO are a combination of government agencies, primarily the Ministry of Health and several non-governmental organisations (NGOs).

## 2.2 Background to C4D in the Kyrgyzstan country programme

### 2.2.1 C4D in the 2012–16 country programme

The overall goal of UNICEF's Kyrgyzstan country programme for 2012–16 is to support government and civil society efforts to increase equity and the social inclusion of children who need protection, who live in poverty and who are at risk of ethnic violence, so they can exercise their rights. The programme of cooperation addresses three key development challenges for the realisation of child rights in Kyrgyzstan: poverty, social exclusion and vulnerability and chronic system weaknesses.

C4D is part of most rolling workplans (RWPs) and, in practice, as much as 60–80% of UNICEF Kyrgyzstan's work is about changing behaviour and social norms, according to some of the KCO staff interviewed. But C4D is not mentioned at all in the KCO 2012–16 Country Programme Document (CPD) and it was not until the MTR was done in 2014–15 that C4D gained any prominence in formal documents. The MTR articulated the rationale for C4D as follows: 'to overcome social norms, social and cultural beliefs, practices and attitudes which negatively impact the protection of children's rights'.<sup>5</sup>

It was not until 2015 that the KCO developed its own C4D strategy document: *Putting Social Change on the Fast Track: A Communication for Development Strategy for UNICEF Kyrgyzstan, 2015–17*.<sup>6</sup> The strategy aims to support the achievement of intermediate results in the remaining two and a half years of the CPD while simultaneously taking forward new ideas for the next CPD, for 2018–22. It sets out a three main solutions to C4D implementation:

1. Strengthen the capacity of programme staff in communication for social change.
2. Delegate some C4D responsibilities to programme staff.
3. Establish a cross-sectoral communications committee.

### 2.2.2 The structure of the C4D function in the country office

The year 2012 was a turning point for implementation of C4D as a professional approach, discipline and series of methodologies in UNICEF Kyrgyzstan. Before this, the C4D function was overseen by a programme communications officer, a post created in 2005. In 2010, during the conflict and post-

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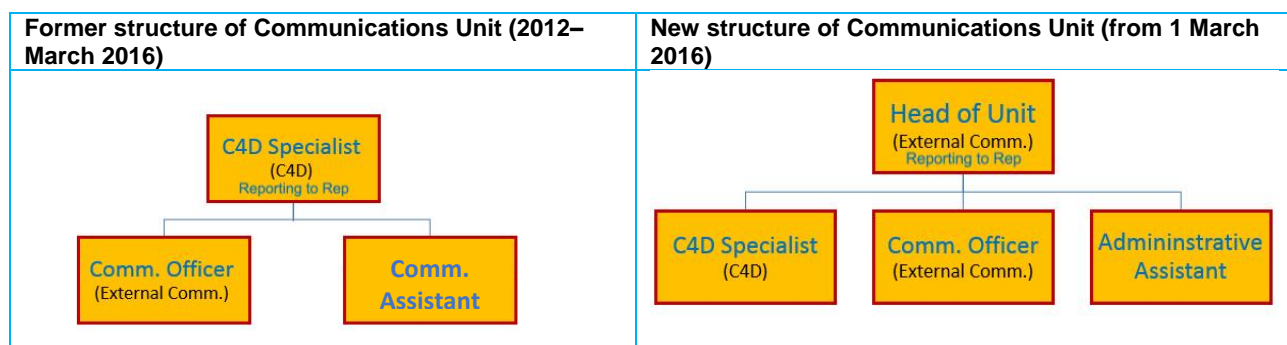
<sup>5</sup> MTR 2012–16.

<sup>6</sup> This was still in draft format at the time of this study.

emergency period,<sup>7</sup> the programme communications officer was assigned to WASH and Emergency work as well as communications. In 2012, this post transitioned into a C4D specialist function and the post-holder started to build the capacity of staff and reposition C4D in the CO. In 2013, the present C4D specialist (NOC) came into post.

C4D is currently situated in the Communications Unit: up until February 2016, the C4D specialist was the head of that unit (see below). However, since March 2016 a new international communication specialist with an external communication has taken on the 'chief of unit' function. With this change, the Communications Unit comprises four people. Figure 1 summarises the changes that have taken place in the structure to the C4D function in the KCO.

Figure 1: Past and present structure of the C4D function in KCO



Besides the Communications Unit in Bishkek there is a communications and youth officer in the Osh zone office, who is managed by the Osh zone office coordinator. The C4D specialist and the communications and youth officer work closely together. In March 2016 it was also decided to formally appoint one C4D focal point in each programme section.

### 2.2.3 C4D capacity development activities

Starting from 2011, UNICEF HQ issued invitations to all COs to nominate and send selected staff for C4D and social norms courses in the US as part of a global effort to create a cadre of C4D professionals across the entire organisation. A year later, in 2012, the KCO made a strategic decision to identify C4D as a focus area in order to 'have more impact on behaviour, awareness and a rights based approach'.<sup>8</sup> So a Bishkek-based training was organized for 19 staff in C4D in 2012 led by an international consultant. This 2012 workshop effectively kicked off a period between 2012 and 2015 when a small investment (although a relatively significant one, given the small size of the UNICEF Kyrgyzstan programme) was made in strengthening C4D capacity in the KCO. Between 2012 and 2015, KCO delivered and supported staff to attend the following C4D capacity development activities:

1. Sending a small number of staff to the C4D course at Ohio University (henceforth the Ohio course) and the Advances in Social Norms and Social Change course run by the University of Pennsylvania (henceforth the UPenn course);
2. Specialised workshops on C4D in education and theatre-for-development;
3. Short online sector-specific courses on C4D;

<sup>7</sup> In 2010 an ethnic conflict erupted in the southwest in the Fergana Valley on the border with Uzbekistan, which cost several thousand lives and displaced close to half a million people.

<sup>8</sup> KI 8

#### 4. Internal UNICEF Kyrgyzstan-led C4D courses/events for CO staff.

Details of this capacity support is provided in Table 1 below.

Table 1: Types of C4D capacity support provided to KCO staff between 2012 and 2015

Type of capacity support and source of funding	Details of the capacity support
<b>1. Ohio and UPenn courses</b>	<ul style="list-style-type: none"> <li>2 staff members took part in the Ohio course: the C4D specialist participated in 2013 and the head of nutrition within the Health Section participated in the online part of the course in 2014.</li> <li>The C4D specialist took part in the UPenn course in 2014.</li> </ul>
<b>2. Specialised workshops in Bangladesh and Zambia</b>	<ul style="list-style-type: none"> <li>2 Education Section staff and the C4D specialist attended a 2015 workshop in Bangladesh on how to integrate C4D in education for the benefit of marginalised children.</li> <li>1 member of staff from the Education Section attended a workshop on theatre for development (T4D) in Zambia in 2015.</li> </ul>
<b>3. Short online sector-specific courses on C4D</b>	<ul style="list-style-type: none"> <li>4 staff participated in WASH in Schools, an Emory University online course in collaboration with UNICEF in 2011 and 2012 (1 from WASH; one from Health; 1 from Osh zone office; and the C4D specialist).</li> <li>5 staff participated in Menstrual Hygiene Management Research in 2015, an Emory University online course. Participants were from WASH, Health, Education and the youth programme, plus the C4D specialist.</li> </ul>
<b>4. KCO-led C4D training/support</b>	<p>The KCO organised the following in-house events to sensitise staff to C4D and share best practices:</p> <ul style="list-style-type: none"> <li>Training was held for 19 staff in C4D in 2012 led by an international consultant.</li> <li>All CO staff went on a C4D retreat after the C4D specialist returned from the UPenn course in 2014 to learn about social norms.</li> <li>In 2015 14 staff joined the C4D specialist on a 3-day retreat to develop the C4D strategy.</li> <li>The C4D specialist coaches colleagues on an informal and ongoing basis using training materials received from Ohio and UPenn.</li> </ul>

### 3. Findings

This section presents the findings on UNICEF Kyrgyzstan’s efforts to build its internal capacity on C4D through accessing global support and country office-led activities. UNICEF’s understanding of capacity is broader than whether or not there have been changes to individuals’ capacities on C4D: UNICEF’s efforts have also encompassed *organisational capacity building* for C4D at the country level.<sup>1</sup> This includes ensuring there are appropriate numbers of staff working on C4D; senior champions of C4D exist who outline a vision and create space for investment in high quality C4D programming; and networks are formed between HQ, regional offices (ROs) and COs that facilitate technical support and the exchange of knowledge and learning around C4D. In assessing UNICEF Kyrgyzstan’s capacity in C4D all of these factors have been looked at.

The findings presented in this section have been informed by a range of data sources, including interviews with past participants of C4D training and where possible their managers, senior managers, including section chiefs and the deputy representative, sector-specific technical staff and C4D staff. Where relevant, findings also draw on our online survey completed by the CO and the review of key internal C4D strategy and planning documents. In all instances, findings are only presented if they are triangulated by multiple data sources.

The section is structured in eight parts. It starts by looking at the relevance (3.1.1), effectiveness (3.1.2) and efficiency (3.1.3) of the capacity support that has been provided in 2012–15 on C4D and

whether it has changed individuals' knowledge and practices. It then looks at the C4D technical guidance that has been used (3.1.4). Following this there is a focus on the extent to which organisation level capacities have been built. It first looks at what human resources have been created within the CO to support C4D (3.1.5); then the extent to which there are senior C4D champions in UNICEF Kyrgyzstan (3.1.6); then the effectiveness of the support provided to the KCO by the RO and NYHQ on C4D (3.1.7). The section finishes with reflections on the factors that could undermine the future sustainability of C4D capacity in UNICEF Kyrgyzstan (3.1.8).

#### **Key findings:**

- Various C4D capacity development initiatives have been undertaken by the KCO but on a small scale.
- The Ohio and UPenn courses and in-country C4D trainings have been relevant to the needs of the participants and the KCO, which had taken a strategic decision to focus on C4D as a means to change behaviour and awareness, to give children a voice and to promote a rights-based approach. They targeted the right individuals and used the right mix of learning methodologies.
- The Ohio and UPenn courses and in-country C4D trainings have also been largely effective in improving C4D knowledge and practice at a generic level. Local workshops have involved more people and have addressed the need for contextualising C4D to country level realities. There is a need for follow-up to these courses, however, to further cement and deepen learning. Without this there is a high risk that the capacity gains that have been achieved will be eroded.
- Human resources for C4D are limited and insufficient to meet the demands of the country programme. Efforts to increase capacity through a network of focal points embedded in sections is a positive step, but this will require investment in building their capacity in order to be effective.
- There is generally a positive environment around C4D in the KCO and some senior staff are outstanding champions. Some section chiefs are more active champions for C4D than others.
- Moving forward the KCO needs to look at more efficient ways of building internal skills. While sending staff to the Ohio and UPenn courses was an effective way of building C4D capacity, it was costly and reached only a very limited number of staff. In the future, more emphasis needs to be put on facilitating the transfer of knowledge and skills between peers and running country level training. These are less costly and will reach more people.

This section presents the findings of the Kyrgyzstan case study in relation to the objectives and questions of the evaluation. It is structured in four main sections: 3.1 covers capacity development; 3.2 looks at integration; 3.3 focuses on implementation; and 3.4 makes a judgement on how evaluable C4D interventions are.

### **3.1 C4D capacity development**

#### **3.1.1 Relevance of C4D capacity development in UNICEF Kyrgyzstan**

This section assesses the extent to which the C4D capacity development activities that have been accessed by UNICEF Kyrgyzstan have been relevant to the needs of the CO and the individual participants.

**The investment made in C4D capacity by UNICEF Kyrgyzstan – albeit small in scale – was relevant to the country context and country programme at the time (from 2012 onwards).**

Kyrgyzstan effectively started its C4D programme in 2012 – like many other UNICEF COs – with a renewed focus on developing staff capacity on C4D. Senior managers interviewed explained that, during strategic planning exercises, the KCO realised that, if they wanted more impact, they needed to focus on C4D in order to address ‘behaviour, awareness and a rights based approach... [to] give children more voices through C4D... [and to] address a superficial understanding of social change’.<sup>9</sup> Therefore, any good quality C4D capacity support at this time would have been highly relevant to the needs of the country programme.

**The Ohio course, the UPenn course and the in-country KCO C4D capacity building activities were well aligned with the needs and demands of participants and of the CO.** The Ohio course’s focus on building core C4D knowledge and skills was well aligned with the needs of both the KCO staff that participated. The C4D specialist was wanting to deepen and refine her C4D knowledge and skills, whereas the other participant managed a section where C4D programming was prominent. Sending both staff on the course was also considered key to realising the CO’s vision of a restructured and integrated C4D function focused on social and behaviour change and the promotion of the rights and voice of children.

The UPenn social norms course also appears to have been relevant to both individual and CO needs. As the C4D specialist, who participated in 2014, commented:

*‘After the UPenn course I learnt to clearly distinguish between norms and practices. I took it very seriously to convey this to everybody. Sometimes we need to specify this distinction: C4D is to give empowerment, which should be the goal. And then people should identify what is most needed by themselves. People don’t need messages. They need resources. It was the turning point personally, and therefore also for the office. It was the beginning of the professionalisation of C4D in the CO. We began talking about strategies, capacity building, began thinking broader on reach – not just Knowledge, Attitude and Practice (KAP) surveys.’*

This view was echoed by a number of other informants we spoke to in the KCO.

The three-day KCO-organised C4D in-country training for 19 staff members in 2012 appears to have been very relevant to the KCO priorities. Whereas the US courses were more generic, the in-country training and workshops were more tailored to the lower-middle-income context of Kyrgyzstan, the aftermath of the 2010 conflict and the particular advocacy challenges, which are linked to weak economic governance and widespread corruption as well as the fact that the Kyrgyz Republic remains the second poorest country in the CEE/CIS region.<sup>10</sup> This training coincided with the start of the new CPD, which meant the two-year Annual Work Plans (AWPs) were being developed. This presented an important opportunity to encourage technical specialists to start planning C4D initiatives to address CPD priorities, such as promoting children’s voices in the face of discrimination, as well as breastfeeding and good parenting, and a means to start changing governmental understanding away from a service-based agenda towards a rights-based one.

**The mix of teaching approaches used in the Ohio course aligned with the needs of participants and helped support learning, although there was some criticism from participants, particularly about the lack of follow-up.** The two participants of the Ohio course commented on the value of the

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<sup>9</sup> KI 8

<sup>10</sup> UNICEF Situation Analysis of Children in the Kyrgyz Republic, 2015.

different learning/teaching methods used, for example the benefit of receiving large quantities of reading materials, the value of the online discussions and especially the practical component of the course, which helped cement their new knowledge and skills. The practical exercises and interaction with colleagues from other countries was particularly appreciated. Even more practical sector-specific cases and examples would have further strengthened the applicability of the theory, and a well-structured space for learning between participants could have been used more strategically. Some surprise was also expressed as to the absence of any structured follow-up support once the course ended. While there was recognition of efforts by the C4D Unit at NYHQ to offer ongoing support through online platforms like Yammer and closed Facebook groups, these were judged to have been on limited use.

### 3.1.2 Effectiveness of C4D capacity development in UNICEF Kyrgyzstan

This section assesses the extent to which the C4D capacity development activities that have been accessed by UNICEF Kyrgyzstan have been effective in improving C4D knowledge and practice. It covers both the Ohio and UPenn courses, and country and regional level C4D capacity development support.

**In-country C4D courses/events for KCO staff appear to have been largely effective in improving C4D knowledge and practice.** The first CO-wide C4D workshop was organised by the C4D specialist in 2012 and facilitated by a recognised international consultant. It was considered highly effective among those who attended and there is good evidence to suggest it contributed to improvements in participants' C4D knowledge and practices. For example, a technical expert commented that it had helped them 'put concepts into practice that we had already been engaging with';<sup>11</sup> another said it 'gave more tools and excellent methodologies'.<sup>12</sup> Likewise, one senior manager said, 'it has improved C4D programming';<sup>13</sup> another commented, 'after this training we are having much better results with C4D – including C4D components that are cross-cutting. We focus more now on demonstrating results. Measuring the results is important.'<sup>14</sup>

In 2015 a second office-wide workshop was organised to inform the C4D strategy. This involved all KCO staff. While we found evidence to suggest this workshop generated ownership of the strategy across the CO there was no indication that this improved knowledge and/or practice.

**The Ohio and UPenn courses have also been effective in improving C4D knowledge and practice.** There is evidence to indicate that of the two staff who attended the Ohio course and the one who attended UPenn have gained new C4D knowledge and have started to adopt new behaviours and practices. For example, one participant commented that the Ohio course both systematised the experience they had before and provided them with new knowledge;<sup>15</sup> the other commented how they had been adopting the material for the courses to meet the needs of colleagues and partners.<sup>16</sup>

Both participants indicated that the Ohio course had made a 'significant' contribution to their knowledge and skills; the UPenn social norms course was also rated 'significant'.<sup>17</sup> It was argued by the C4D specialist that the Ohio course was a 'turning point' both for her personally and 'also for the

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<sup>11</sup> KI 1

<sup>12</sup> KI 4

<sup>13</sup> KI 3

<sup>14</sup> KI 2

<sup>15</sup> KI 2

<sup>16</sup> KI 1

<sup>17</sup> Country level survey/

office'. The following reflections from the deputy representative echo this and illustrate how the rest of the KCO has benefited from the C4D specialist attending these global courses:

*'For [the C4D specialist] the participation in training courses and C4D platforms has obviously meant a change... [the] training has helped importantly streamline the understanding of C4D. The whole office has been mobilised and engaged in two full-time retreats on C4D: one in 2012, a training course on C4D, and in 2015 a participatory process to design a C4D strategy, upon which a task force was formed to see that it is implemented. This is a rare prioritisation: that the whole office leaves for some days. So some of our CO's priority can be seen in this.'*

**Specialised learning workshops in Bangladesh and Zambia were effective in facilitating knowledge exchange.** The staff members who took part in these workshops talked with great passion about them and how they had influenced their work on return. That said, we found limited evidence to suggest these events had substantially influenced practice. Their most important contribution seems to have been providing participants with the opportunity to hear from colleagues in other parts of the world about challenges and innovations in C4D.

Online on-the-job learning workshops on the integration of C4D in specific sections' work were also considered useful. Again, while there was no evidence to suggest they stimulated changes in practice, they provided useful opportunities for knowledge exchange.

**There is a desire for more staff training that is specific to the KCO.** Many of the staff members interviewed requested additional capacity building opportunities. The CO is considering a capacity development plan for 2016 but is not certain whether funding will be available. While general C4D training such as the Ohio course is valued, most stressed the need for training more grounded in the specificities of Kyrgyzstan and the wider CEE/CIS region. There was also a call from sections for capacity building focused on the implementation of C4D in specific sectors such as Health, Nutrition, WASH, Education and Peace Building.<sup>18</sup> As mentioned above, building C4D capacity is high on the agenda in the next country programme – with a focus on both UNICEF staff and government counterparts.

### **3.1.3 Efficiency of UNICEF Kyrgyzstan's approach to C4D capacity development**

This section assesses the extent to which issues of efficiency were considered as part of UNICEF Kyrgyzstan's decision making on how to build internal C4D capacity and whether there are efficiency issues that might have an impact on the scale-up of current activities.

**There seems to have been due regard for economy and efficiency when planning who should be trained and how.** Our interviews with senior managers pointed to careful consideration of the costs against the benefits of the C4D trainings. The KCO had to pay only for travel and daily subsistence allowance for the Ohio and UPenn courses as well as the specialist workshops in Bangladesh and Zambia; the online courses entailed no costs at all for them. For the 2012 initial C4D training workshop in Bishkek and the 2014 strategy development retreat, the KCO covered all costs.

When compared with the other COs analysed by the evaluation team, UNICEF Kyrgyzstan's investment in US-based courses emerges as a little bit higher than average, proportionally speaking:

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<sup>18</sup> A need was expressed that the RO sector-specialists should also have C4D training.

Kyrgyzstan CO sent 2.5 (i.e. two full time and one online only) out of its current staff complement of 50 to the US for these courses between 2012 and 2016. This is 5% of staff. For comparison, Nigeria and Ethiopia COs sent 4.9% and 3.5% (respectively) of their staff on these courses in the same period; the smaller office in Viet Nam sent only 2.98% of staff.

**Sending staff to the Ohio and UPenn courses was made more efficient by passing on training to colleagues on return from the courses.** Ohio runs over multiple weeks and has a two-week residential component. As such, it is a relatively expensive approach to building capacity. UPenn is a shorter, two-week, course, but is also residential and at an Ivy League university in the US, which means high overheads. However, the courses have also been largely effective both for the individuals concerned and for the wider office because skills have been passed on.

The KCO recognised at the outset that a cost-effective approach was for staff who had attended the Ohio, UPenn and other international courses to transfer skills to their colleagues in a systematic way: this was done effectively in 2014 when all CO staff went on a C4D retreat after the C4D specialist returned from the UPenn course and also in 2015 when 14 staff joined the C4D specialist on a three-day retreat to develop the C4D strategy. Furthermore, the C4D specialist continues to coach colleagues on an informal and ongoing basis using training materials received from Ohio and UPenn.

### 3.1.4 Use of C4D technical guidance

This section looks at the use of UNICEF C4D technical guidance among UNICEF Kyrgyzstan staff.

**Most UNICEF C4D technical guidance is strongly valued.** All the technical experts working on communications in the KCO were asked their views on the UNICEF technical guidance documents they used most and why. They stressed that they strongly valued most documentation, particularly the more practical and easily applied guidelines and tools. The C4D guidance materials most read and used by KCO staff are detailed in Text Box 1. In some cases, participants were able to recall specific technical guidance that they had accessed; in others their response was more general.

#### **Text Box 1: C4D documentation/materials most read and used among KCO staff<sup>19</sup>**

- Behaviour Change Communications in Emergencies: A Toolkit, 2006
- Communicating with Children resource pack (online)
- The Three Star Approach for WASH in Schools, 2013
- Writing a Communication Strategy for Programmes, 2008
- WASH for Schoolchildren in Emergencies, A Guidebook for Teachers, 2011
- The Global Communication and Public Advocacy Strategy, 2014
- Edutainment materials and T4D workshop materials following the Bangladesh and Zambia workshops (both 2015)
- Technical guidance like the brand book (web writing guidelines for unicef.org; UNICEF Style Book, 2014; How to Write a Fact Sheet; recommended video production and editing kits for COs; model for a creative brief);
- Media and communication tools from HQ;

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<sup>19</sup> Limited time was available for this prioritising exercise, so this list represents what people immediately could remember – with titles and year of publication shared by the KCO C4D specialist after the country visit.

### 3.1.5 Human resources for C4D

This section assesses the human resources available for C4D and their sufficiency in terms of meeting the needs of the country programme.

**Human resources on C4D are currently stretched.** The country survey indicated that overall the KCO views its current levels of human resources as only 'moderately sufficient' to meet the needs of the country programme. This view was corroborated by a number of stakeholders, such as the representative and the deputy representative, as well as a group of seven technical sector specialists who stressed that the C4D team was too small to effectively meet the many demands placed on it by the country programme.

To address this, the KCO is reorganising its C4D structure, following the CO retreat in March 2016. As there is no additional funding for further recruitment, the plan is to appoint one focal point from within each programme section. Focal points will be technical specialists with demonstrated champion qualities and will have formalised C4D responsibilities. The deputy representative stressed the need for focal points to have C4D duties in their job description and to be accountable for delivering against these through the individual annual performance assessments. It will be important that focal points are provided adequate support and training to build their capacities in C4D so they can deliver against their new responsibilities.

### 3.1.6 C4D champions

This section assesses the extent to which senior staff members within UNICEF Kyrgyzstan champion C4D through communicating its value internally and resourcing it.

**Overall, there is a sense that the representative, the deputy representative and most section chiefs are supporters of C4D and understand its importance to programming.** There is generally a positive environment around C4D and most senior staff champion the C4D agenda. Leadership on C4D is more varied across sections, with some section chiefs championing C4D more than others. Four section chiefs were identified who could be considered active champions of C4D. They spoke passionately about C4D's value and were seen by others as prioritising C4D within their sections. But, because the picture is mixed and because the extent to which a section chief understands and supports C4D is a key factor in resourcing and supporting C4D activities, C4D is not consistently well resourced across all programmes (see Section 3.2.4).

### 3.1.7 Support provided by the RO and NYHQ for C4D capacity development

This section assesses the extent to which both the RO and NYHQ are effectively delivering against their C4D accountabilities and UNICEF Kyrgyzstan's satisfaction with current levels of support.

**There is scope for improvement in how the CEE/CIS RO can support the KCO on C4D.** While KCO staff saw great potential in support from the RO, at present they do not receive any. The main reason for this is that there is no full time C4D regional adviser within CEE/CIS. Currently, the RO has only a regional communication officer, up to 20% of whose time is devoted to supporting regional C4D work.<sup>20</sup> That said, no staff we spoke to in UNICEF Kyrgyzstan even knew this communication officer

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<sup>20</sup> KI 14

post existed. In the long term the RO should look at ways of funding a full-time regional C4D role, but in the short term more could be achieved with the current staffing resources.

**KCO is satisfied with the C4D support provided by UNICEF NYHQ.** C4D staff reported that, when they had turned to NYHQ for support in the past, the chief of C4D had answered requests on the same day, which they found impressive. The KCO was also happy with the access to the HQ-managed C4D resource database of long-term agreement (LTA) holders and consultants, which has been used with some success by the KCO. Tapping into international expertise and consultants with an international overview was reportedly very helpful. Consultants had not only been used to facilitate the two office-wide C4D workshops in 2012 and 2015 but also to conduct baseline and end-line surveys as well as reviews and evaluations. However, a request expressed by several KCO staff was that NYHQ include assessments of the quality of the consultants and LTA holders, so that strengths and weaknesses of organisations and individuals could be known before reaching out and recruiting them. This would increase the usefulness of this database and roster. Meanwhile, there was some dissatisfaction expressed over NYHQ’s support on developing global C4D tools and templates and strengthening the evidence base on C4D. Table 2 shows UNICEF Kyrgyzstan’s level of satisfaction across NYHQ’s core C4D accountabilities.

Table 2: KCO satisfaction with HQ level support on C4D, taken from country level survey

HQ C4D accountabilities	Very unsatisfied	Unsatisfied	Satisfied	Very satisfied
Provision of overall strategic direction on C4D within UNICEF			X	
Providing global leadership and advocacy on C4D			X	
Providing global C4D training and learning opportunities for staff			X	
Provision of technical guidance on C4D			X	
Creating and managing platforms and process for C4D knowledge management, technical support and networking			X	
Leading the development of global C4D tools and templates		X		
Strengthening the evidence base on C4D		X		

### 3.1.8 Sustainability of C4D capacity results

This section looks at the factors that could erode the sustainability of the results that have been achieved from the capacity development initiatives so far undertaken.

**The investment in building C4D capacity is not considered sustainable in the long run.** For a number of informants, capacity building needs to be ongoing and regular in order to be sustainable. This is currently not the situation in the KCO. Past participants of the Ohio and UPenn courses had no refresher capacity building following either course;<sup>21</sup> similarly, there are no plans for rolling out further CO level training to build on the successes from the internal workshops of 2012 and 2014. Without a plan on how C4D capacity can be both sustained and expanded in the KCO, there is a risk that many of the gains achieved to date will be eroded.

**Staff turnover is also a concern for sustainability.** Given the high turnover of staff in UNICEF, a third of those taking part in the 2012 office-wide C4D workshop have already left. This means that a significant proportion of those that the CO invested in training in C4D have moved on. While UNICEF Kyrgyzstan cannot stop staff leaving, there need to be more systematic ways in which it is regularly building and refreshing the C4D capacity of its staff.

<sup>21</sup> Key informant 3

## 3.2 Integration of C4D into the CO programme

The following section presents the findings on how far C4D has been integrated into UNICEF Kyrgyzstan's plans and structures. The definition of integration used in the evaluation relates to six dimensions: 1) the extent to which the CO has a clear C4D strategy and vision; 2) how this strategy for C4D has been reflected in core planning documents and processes such as the Situation Analysis, the CPD and the Results Framework; 3) the extent and quality of reporting on C4D through Annual Reports; 4) how the C4D function has been structured to deliver on the strategy and plans; 5) the level of resourcing for C4D and the processes for resource mobilisation; and 6) the ways in which C4D and external communications work together.

The findings presented in this section have been informed by a range of data sources, including a review of core CO level documents such as the CPD, the Situation Analysis and the Results Framework, interviews with senior managers, technical staff and C4D specialists and the online survey. All findings are triangulated by multiple data sources.

The section is structured in five parts. It starts by looking at C4D strategy and planning (3.2.1) and reporting (3.2.2). Following this are sections on the structure of the C4D function (3.2.3), how resources for C4D are mobilised (3.2.4) and its integration with external communications (3.2.5).

### Key findings:

- There is strong support for C4D in UNICEF Kyrgyzstan but C4D is still not fully considered in the CO planning process. The fact that there is virtually no reference to C4D in either the 2011 or the 2015 Situation Analysis is indicative of this. However, the recent development of a new C4D strategy is an important step and presents a real opportunity for embedding C4D in the CO structures and processes.
- The integration of C4D into CO monitoring is not sufficient. The majority of the RWPs do not define C4D-specific indicators and there is often confusion between objectives, results, indicators, activities and resources.
- Current levels of financial allocations for C4D are insufficient to meet the needs of the country programme. The key challenge to date has been that the C4D specialist is not consistently involved in the resource mobilisation strategies of the CO and a shortage of strong and well-documented impact stories where the role of C4D stands out.
- The move towards supporting the C4D function with an internal task force is a promising model. It has the potential to lead to better coordination of C4D across the country programme and consistent senior level oversight and backing for C4D.
- Currently, C4D and external communications have a clear division of roles in the KCO but, as UNICEF shifts towards more upstream advocacy work in Kyrgyzstan, C4D may find itself having less prominence. C4D will need to monitor and navigate these shifts carefully if it wants to remain relevant in the KCO.

### 3.2.1 C4D strategy and planning

This section looks at whether UNICEF Kyrgyzstan has a clear vision and strategy for C4D across the country programme and the extent to which C4D has been integrated into core planning processes and documents.

**The integration of C4D into strategy and planning process is still very new in the KCO.** C4D has only recently been formalised. For instance, it is not mentioned at all in the KCO 2012–16 CPD. It was not until 2015 that the KCO developed its own C4D strategy document: *Putting Social Change on the Fast Track: A Communication for Development Strategy for UNICEF Kyrgyzstan, 2015–17*. This is the first C4D strategy in its own right, not linked with external communication. It was still in draft format at the time of this study. Although the C4D strategy sets out clear objectives (see Section 2.2.1 for more details), it also states that these are aspirational as resources are not sufficient to fund them. The KCO is operationalising elements of the strategy wherever possible.

**There is strong support for C4D in UNICEF Kyrgyzstan, but C4D is still not fully considered in the planning process.** From our key informant interviews and group discussions, it is clear that most KCO staff take it for granted that C4D needs to be integrated into all programmes. Despite this, it was clear in a number of interviews, including with the deputy representative, that the process through which C4D is integrated into programming is *ad hoc*. This was attributed to the fact that no routines have been formalised or institutionalised and ‘there are no rigid workflow processes’ for considering C4D in programme planning.<sup>22</sup> Too much at present is dependent on particular people rather than formalised structures or processes.

However, the KCO has been taking steps in the right direction. It recently mandated that all new programmes either through Direct Cash Transfer (DCT)<sup>23</sup> or Programme Cooperation Agreements (PCAs) should have a communication plan and that the C4D specialist will support partners to prepare these during programme design. All communication plans need to contain clear objectives, and details of events and materials. This is potentially a powerful tool for integrating C4D as it prompts partners to include a communication and C4D budget and staffing in all programme. These are still nascent developments in the CO; it will be interesting to see how they are implemented in practice.

**The emphasis on two-year RWPs makes it difficult for the one C4D specialist to fulfil the role of engaging in the planning process with each section.** As discussed above, the human resources available in the KCO to advise on C4D are stretched. Currently, one C4D specialist is servicing the entire CO. This poses challenges to how best to support sections in integrating C4D into their ongoing work planning. This year, for instance, the C4D specialist needed to work with four programmes concurrently: engaging in discussions with the Youth Programme, WASH colleagues, the Education Section and Child Protection, as well as all their current and potential implementing partners. Even if the KCO is able to formalise consideration of C4D in the planning of interventions and programmes, the limited internal capacity that exists to support on C4D will continue to pose problems.

**There is virtually no mention of C4D in the 2011 or 2015 situation analyses.** Our review of the 2011 and 2015 situation analyses<sup>24</sup> found very limited coverage of C4D. While there was cursory reference to the need for specific communication activities, in neither document was there an analysis of the barriers/enablers of behaviour and social norms change or the enabling environment for communication. Our interviews with C4D staff in the KCO suggest that one of the reasons for this absence is the lack of C4D research results available.

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<sup>22</sup> KI 5

<sup>23</sup> DCT is the modality generally used for programmes implemented by government counterparts, who receive funding based on an agreed programme and annual workplan.

<sup>24</sup> UNICEF Kyrgyzstan, Situation Assessment of Children in the Kyrgyz Republic, 2011; UNICEF Kyrgyzstan, Situation Assessment of Children in the Kyrgyz Republic, 2015.

### 3.2.2 Reporting on C4D

This section assesses the consistency and quality with which C4D has been reported on by UNICEF Kyrgyzstan.

**The integration of C4D into monitoring and reporting processes is not specific or sufficient.**

The majority of the RWPs do not define C4D-specific indicators and sometimes there is some confusion between objectives, results, indicators, activities and resources.<sup>25</sup> C4D content is often invisible in the reporting process even though C4D activities are being delivered. This is because the pathway from Project Component Results (PCRs) and Intermediary Results (IRs) to concrete C4D results and activities is not clearly articulated.

**C4D is regularly and substantially reported in Annual Reports but not at outcome level.** The Annual Reports since 2007 contain a good summary of C4D progress (2007, 2010, 2011, 2012, 2013, 2014). From 2012 onwards, the Annual Reports are organised by analysis of programme strategy, PCR and IR, so it is possible to analyse the different C4D strategies by looking under the following headings:

- 'Capacity development' (i.e. mostly internal and external trainings);
- 'Effective advocacy' (i.e. mainly policy change and research/studies);
- 'C4D' (meaning a mix of social mobilisation initiatives, community-based actions, communication and work with media, etc.).<sup>26</sup>

However, while there is consistent reporting on C4D, it is all at the level of activities and outputs, rather than outcomes. In this way, the KCO is reporting on what it is doing on C4D rather than what C4D is achieving. Given the problems highlighted above with how C4D is reflected in the KCO's monitoring, this is no surprise.

**C4D was substantially reviewed through the 2012–16 MTR process.** C4D had quite a significant profile in the 2012–16 MTR (finalised in May 2015). There are references to C4D results, opportunities and constraints in many parts of the report. In many ways, the MTR was the formalisation of UNICEF Kyrgyzstan's shift in C4D strategy, which began in 2012. It recommended to the KCO that, 'to overcome social norms, social and cultural beliefs, practices and attitudes which negatively impact the protection of children's rights' it needs 'a solid and practical C4D strategy' and to prioritise strategic C4D engagements.<sup>27</sup> The MTR acknowledges the implementation of a more professional approach to C4D with the creation of the C4D specialist post and the start of efforts to build staff capacity.

### 3.2.3 Structure of the C4D function

This section analyses the strengths and weaknesses of how the C4D function is structured in UNICEF Kyrgyzstan.

**While there is a very positive environment around C4D in the KCO, the status of C4D is fragile** because it depends almost exclusively on the constellation of the individuals presently in the office. There is strong buy-in and support from senior management, a very dynamic and capable C4D

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<sup>25</sup> For example, Communication RWP2014, p.2: 'adolescents of 8-9 forms can name 1-2 examples of how an adolescent can become a hero without violence' is categorised as a desired result, while it could equally be an indicator.

<sup>26</sup> NB. In 2014, the title 'C4D' disappears and the report refers to 'external communication and public advocacy' instead.

<sup>27</sup> MTR 2012–16.

specialist and a number of sector champions in place, which has resulted in C4D being increasingly integrated into KCO programming. However, without clear working procedures, fragility will persist.

**The move towards supporting the C4D function with an internal task force looks like a promising model for C4D in the context of the KCO.** Following the drafting of the new C4D strategy,<sup>28</sup> an internal C4D taskforce was established. Its role is to oversee implementation of the C4D strategy, facilitate coordination of C4D strategies across sections and drive better documentation of UNICEF's C4D work in Kyrgyzstan. The taskforce is led by the deputy representative and the C4D specialist and includes one focal point from each KCO section. The establishment of this group is a positive step by the KCO; it represents an important mechanism for cross-CO coordination. That said, we did hear from some informants that its approach to monitoring and coordination C4D activities within and across sections could be improved.

### 3.2.4 Resource mobilisation/allocation for C4D

This section assesses whether C4D resources are sufficient for the needs of the country programme and explores the factors supporting or preventing effective resource mobilisation.

**Current levels of financial allocations for C4D are insufficient to meet the demands and needs of the country programme.** In the survey, UNICEF Kyrgyzstan indicated that current financial resources are largely insufficient to meet the needs of the country programme.<sup>29</sup> It was agreed in a Country Management Team meeting in mid-2015 that every programme proposal developed by all UNICEF units should include 1–5% for communication and, as a general rule of thumb, 5–10% of Regular Resources (RR) should be for C4D and communications.<sup>30</sup> The extent to which this has happened in practice is mixed. We heard that, when it comes to C4D in individual project budgets, the percentage is often much closer to 1% than 5%. Likewise, in terms of the overall budget for C4D, while some consider the Communications Unit 'the richest section in terms of RR',<sup>31</sup> it still only receives on average just over 1% of RR. Its access to operational resources is similarly limited. As a cross-cutting strategy, C4D does not mobilise its own funds but works with sections to build C4D funding into sector programmes. The challenge to date has been that the C4D specialist is not consistently involved in the resource mobilisation strategies of the CO.<sup>32</sup>

**Part of the reason why resource mobilisation is difficult for C4D is the shortage of strong and well-documented impact stories where the role of C4D stands out.** The improved visibility of C4D in programming, monitoring and for results documentation mentioned in the section above will facilitate such action. This is in the KCO action plan for this year and next.

### 3.2.5 Integration of C4D with external communications

The following section explores the interaction between C4D and external communications in UNICEF Kyrgyzstan and whether there is scope for the two functions to work in a more complementary way.

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<sup>28</sup> Putting Social Change on the Fast Track: A Communication for Development Strategy for UNICEF Kyrgyzstan, 2015–17.

<sup>29</sup> The survey response was that the current allocation of financial resources was 'to a small extent' sufficient to meet the needs of the country programme.

<sup>30</sup> KI 6

<sup>31</sup> KI 6

<sup>32</sup> The KCO response to the survey indicated that the C4D team/lead is involved in the resource mobilisation strategies of the country programme 'to a moderate extent'.

**C4D and external communications have a clear division of roles, but with the shift towards more upstream work this may become more blurred and C4D may have less prominence.** While there is no formal joint planning between C4D and external communications, there is informal collaboration and clear division of roles (see Table 3). Together, the two communication staff members support partners to prepare and implement the mandatory communication plan, which all PCA holders and DCT partners must have to access UNICEF funding.

As from March 2016 there will be, as outlined above, a new structure in the KCO, with the C4D specialist reporting to a new head of communications (a P3 post), who will both lead the Communications Unit and be responsible for external communications. This new approach is part of a general shift to more upstream and advocacy work in Kyrgyzstan. This shift appears to be a pattern in lower-middle/middle-income countries in which community engagement and hands-on community mobilisation can be gradually devolved to NGOs and state actors, with upstream systems strengthening with local and national government and advocacy work to lobby for policy and legal changes becoming a higher priority.<sup>33</sup> What these various changes will mean for the role and profile of C4D in the long run in a country like Kyrgyzstan remains to be seen. There is some debate about this within the KCO: some feel that the Communications Unit will be enhanced by the appointment of a chief of section at P3 level, which provides a clearer role and workload for the C4D specialist in performing the C4D role, whereas others feel there is likely to be increased blurring of roles and there is a risk that C4D could find itself losing prominence.<sup>34</sup> But what is clear is that C4D will need to monitor and navigate these shifts carefully if it wants to remain relevant in the KCO.

Table 1: Current division of roles in KCO between C4D and external communication functions

Roles	C4D	External communication
<b>Downstream UNICEF work</b>	<ul style="list-style-type: none"> <li>- Community engagement</li> <li>- Social mobilisation</li> <li>- Behaviour and social change (awareness raising; edutainment; youth/children empowerment)</li> </ul>	<ul style="list-style-type: none"> <li>- Social media engagement</li> <li>- Awareness raising on UNICEF activities, Convention on the Rights of the Child (including media and public communication)</li> <li>- Public advocacy</li> <li>- Building trust on UNICEF among public (including crisis communication management)</li> <li>- UNICEF brand/logo promotion</li> </ul>
<b>Upstream UNICEF work</b>	<ul style="list-style-type: none"> <li>- Raising children’s voices and making them heard at decision making level (e.g. videos made by children, T4D)</li> <li>- Initiating and supporting public movements for children</li> <li>- Capacity building of governmental and non-governmental actors on communication for development towards behaviour and social change, and empowerment</li> <li>- Sensitisation/building capacity on/understanding of child rights among decision makers</li> </ul>	<ul style="list-style-type: none"> <li>- Policy advocacy</li> <li>- Building partnership with corporate organisations (including international ones, UN sisters) and decision makers for children’s issues/rights</li> <li>- Building trust on UNICEF and brand promotion among decision makers (including crisis communication management)</li> <li>- Capacity building of media on child rights</li> </ul>

<sup>33</sup> For discussion of communication’s role in these emerging global realities, see UNICEF’s Global Communication and Public Advocacy Strategy, 2014.

<sup>34</sup> KI 1,5 & 8

### 3.3 Implementation of C4D

The following section presents the findings in relation to UNICEF Kyrgyzstan's implementation of C4D. Implementation is considered from three different angles. First, we look across the five main sectors of UNICEF Kyrgyzstan's work and identify some key experiences and challenges it has had in relation to C4D. Second, we look at implementation from the perspective of the CO's performance against a set of global C4D benchmarks. Lastly, we distil a set of findings about building partner capacity on C4D. By taking these three different views of implementation a rounded picture is built up of what UNICEF is doing on C4D and the lessons it is learning.

The findings presented in this section have been informed by a range of data sources: our synthesis of annual reports, triangulated with additional internal documents and key informant interviews. The data supporting the benchmark assessment come from our online survey, document review, interviews and group discussions. The evidence on partners is primarily from document review and interviews with partners.

The section is structured in three parts: experiences of UNICEF Kyrgyzstan in implementing C4D and the challenges faced (3.3.1); the CO's performance against benchmarks (3.2.2); and lessons that have been learnt from delivering capacity development activities to partners (3.2.3)

#### Key findings:

- C4D is a respected cross-cutting discipline in the KCO and is implemented with increasing professionalism. How C4D is implemented across sections tends to fall into one of three modalities: C4D and programme sections work in parallel on an initiative; C4D leads the initiative and the section provides technical support; and sections lead the initiative and the C4D team provides technical support. Each has benefits and challenges.
- There has been a significant amount of activity around C4D in UNICEF Kyrgyzstan. However, across the C4D global benchmarks that are considered proxies for quality implementation, performance is mixed. This indicates a lack of consistency in the quality with which C4D is being designed and implemented. A key area for improvement is for UNICEF to take the lead in establishing multi-stakeholder taskforces that can coordinate and plan for C4D nationally and sub-nationally.
- There has been limited C4D capacity support provided to partners to date; what has been delivered has been *ad hoc* and opportunistic. While NGO partners are viewed as already having good C4D capacity, government partners do not. Among government there is reluctance to move away from C4D as posters and pamphlets and to embrace the view that C4D is evidence-based and participatory. Moving forward, UNICEF Kyrgyzstan needs to develop a more structured and systematic approach to government capacity development that engages with the factors that are preventing it from being better embedded in government planning.

### 3.3.1 Experiences of implementing C4D approaches

Table 4 presents the main experiences, lessons and challenges of UNICEF Kyrgyzstan in implementing C4D over the course of the current country programme.

Table 4: Experiences and challenges of implementing C4D, by sector

Sectors and C4D priorities	Experiences implementing C4D
<b>Cross-sectoral strategies</b>	<p><b>Progress in implementation:</b> Practically all technical experts as well as section heads shared examples of how, by reinforcing C4D capacity from 2012 onwards, the level of discussion in the KCO had improved and sector-specific implementation had strengthened. Since 2012, there has been a shift from a C4D approach based on 'posters, pamphlets and messaging' to more evidence-based community processes, building on existing local capacity and guiding processes forward.</p> <p><b>Challenges to implementation:</b> To further strengthen the integration of C4D in the work of all sectors it will be important to continue sharing best international/regional practices and experiences.</p>
<b>WASH</b>	<p><b>Progress in implementation:</b> The evaluation team visited a WASH project on hand-washing in schools, which has cut illness by 50%. The programme has increased knowledge, created a very positive attitude and changed practices in the school visited. The WASH officer actively promotes the C4D qualities of WASH among colleagues and took the initiative to invite colleagues from seven countries in the region to Kyrgyzstan to share their experiences.</p> <p><b>Challenges to implementation:</b> the strongest unmet need was the regular sharing of regional best practice, in particular learning from colleagues in the region about how to most effectively systematise the use of C4D methods.<sup>35</sup> Support to effective monitoring and results documentation was also raised.</p>
<b>Health/Nutrition</b>	<p><b>Progress in implementation:</b> The Health Section sees C4D as part and parcel of programme implementation – as a way to increase the quality of good services. The following example was offered of C4D in practice: 'Today our programme on access for vulnerable families in pilot municipalities focuses primarily on influencing key family practices; assessment of quality of provided services; and weaknesses in service delivery and utilisation. We spent two years analysing the situation to set clear indicators such as percent of care-givers who know the danger signs in pregnancy and children's illnesses. We evaluate interventions based on these behaviour change indicators.'<sup>36</sup></p> <p><b>Challenges to implementation:</b> Most challenges are experienced in work with the government, where C4D is not understood or prioritised. There is an absence of strong research companies that can help with deep analysis, as well as a lack of strong comparative data on behaviours and social norms. Data are lacking on the most vulnerable.</p>
<b>Education</b>	<p><b>Progress in implementation:</b> The Education Section's engagement with C4D has been mainly through T4D, and it has been trialling a range of different approaches including 'forum theatre'.<sup>37</sup> After staff attended a study tour to Zambia in 2015 where they learnt about T4D, they became champions of the approach in the office and with counterparts.</p> <p><b>Challenges to implementation:</b> Education Section staff mentioned the need for more capacity building in C4D, both for themselves and for government partners. They noted that the latter's understanding of C4D was particularly underdeveloped.<sup>38</sup></p>
<b>Child Protection</b>	<p><b>Progress in implementation:</b> C4D has been important in boosting the reach and quality of child protection. Child justice has been advanced through a recent nation-wide campaign, involving both UNICEF's C4D specialist and the communication officer. One example of impact is that institutional care is now used as a last resort, which represents a significant change in the traditional approach to child welfare in Kyrgyzstan. The Child Protection Unit works closely with C4D, focusing on upstream</p>

<sup>35</sup> KI 7

<sup>36</sup> KI 8

<sup>37</sup> KI 9

<sup>38</sup> KI 9

issues such as changing the legal framework and general national understanding about violence against children. Good advocacy is starting to see results such as a drop in the detention rate of youths, which is partly a result of UNICEF advocating for a child-friendly justice system.

**Challenges in implementation:** Child Protection staff mentioned the need for more capacity building on the integration of C4D within their work, insufficient financial resources and lack of understanding of C4D among partners.<sup>39</sup>

**Social Policy**

**Progress in implementation:** Promotion of social and behaviour change within the Social Policy Section is well accepted and there is recognition that changing behaviours and mindsets and working with social norms takes time. 'Through C4D approaches we have realised in a new dimension that the barriers to extensive social protection often are a lack of dialogue. We work with this systematically in all the many different areas where we work.'<sup>40</sup>

**Challenges in implementation:** There is recognition that C4D is not integrated into the Social Policy Section in an explicit, disciplined way and there is a need to raise its profile in planning and reporting.<sup>41</sup>

As illustrated in Table 4, clearly there has been a significant amount of activity around C4D in UNICEF Kyrgyzstan. The implementation of C4D interventions has been a key part of all sections' work.

Operationally, there are three ways in which C4D activities are managed and implemented in the KCO and each has its benefits and challenges.<sup>42</sup> The first modality is where C4D and programmatic sections act in parallel. In these situations, the section manages *programmatic* partners and C4D manages *C4D implementing* partners. Examples of this can be found in Child Protection's programme on juvenile justice and in the early childhood development (ECD) programme on community kindergartens. The benefit of this modality is that there is a clear division of tasks between programme and C4D sections, and a joint, shared goal. The challenges are that there is no ownership of the C4D activities, and C4D is often left out of programmatic discussions.

The second modality is where C4D leads and the section provides technical support. This is often used for campaigns and edutainment activities. Examples include the 2015 immunisation campaign, the high profile child abuse prevention campaign and edutainment programmes on ECD, parenting/juvenile justice, health, nutrition and children's voices. The benefit of such an approach is that the C4D initiative is usually of good quality (given the lead taken by C4D in design and implementation). The challenge is that there may be limited ownership of the C4D initiative by the programme section. To work well, this modality requires additional human resources (e.g. a programmatic consultant who will ensure a link with the sector and provide expert knowledge).

The third modality is where the sectoral programme leads and the C4D team provides technical support. Examples include most nutrition programmes, WASH, education (T4D, out-of-school children) and practically all the youth programmes. The positive aspects are that there is ownership by the programme section of the C4D process and C4D becomes systemic. The challenges are that it requires ongoing capacity and advocacy by the C4D team to guide and support sections and ensure the C4D initiatives are high quality.

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<sup>39</sup> KI 10

<sup>40</sup> KI 6

<sup>41</sup> KI 11

<sup>42</sup> In an early draft of this report the evaluators were asked to make an evaluative judgement on these three modalities but we wish to clarify that by saying that each modality has its benefits and challenges we are not saying that one modality is better or more strategic than another, simply that there are three ways of making C4D work in cooperation with sections: each modality is suited to the particular task at hand.

### 3.3.2 Performance against the global C4D benchmarks

The following section reviews UNICEF Kyrgyzstan’s performance against the C4D global benchmarks. These provide a proxy for the quality of C4D implementation. They were developed by the C4D Unit in New York and will become a means for COs to self-report, voluntarily, on their C4D performance in C4D. This evaluation is being used as an opportunity to pilot the benchmarks and test means of verification. As Table 5 outlines, each of the benchmarks was scored on a four-point scale, from red (no evidence to suggest the benchmark is being met) through amber and yellow to green (high level of evidence that the benchmark is being met). To help guide the assessment, specific criteria were developed for each benchmark that contextualised the scale to the issue being measured. The detailed scales used can be found in Annex 7. While the evaluation team tried to assess progress against benchmark 3 (‘participatory processes’), we were not in a position to collect sufficient data to make a clear judgement on performance. As a result benchmark 3 is rated as not assessable (N/A).

Table 5: Summary of KCO's performance against the global C4D benchmarks

Benchmarks	Performance rating	Summary of evidence
<b>1. New or existing C4D task forces/working groups/committees of multi-sectoral stakeholders (governmental, non-governmental and academic) are established and functioning to plan, coordinate and strengthen C4D activities.</b>	Red	UNICEF Kyrgyzstan is not currently engaged in any mechanisms that serve to coordinate and strengthen C4D activities at the national level. The only C4D taskforces that the C4D Unit is involved with are internal to the CO.
<b>2. C4D plans/interventions are informed by, use and monitor data and evidence on behavioural and socio-cultural factors as well as media and communication contexts.</b>	Yellow	Programme activities that incorporate C4D are increasingly informed by evidence. The C4D Unit has conducted some studies, such as KAP surveys, formative research and media coverage analysis (see below for more detail), but this is not done systematically for all C4D plans or interventions.
<b>3. Participatory processes are used to engage community representatives and members (girls, boys, men and women especially those from marginalised /excluded groups) into sector programmes/interventions.</b>	Amber	UNICEF staff are fully in tune with the need to work with participatory methodologies and there are some promising practices evident in the two programmes the evaluators visited and in the desk review, but the greatest challenge relates to government partners who see C4D in a rather ‘traditional’ way, i.e. as a top-down process of information and education that does not necessarily involve community voices participating in an empowering process of two-way communication.
<b>4. Plans/initiatives/ongoing programmes to strengthen C4D capacities of UNICEF staff, partners (government and implementing partners (civil society) at national and subnational levels.</b>	Amber	This is happening in an <i>ad hoc</i> way. Internally, the KCO has invested in strengthening the capacity of its staff in C4D, but more is needed. UNICEF Kyrgyzstan has not been very active in providing capacity support to government counterparts. Where it has happened it has been stand-alone and not part of any longer-term strategy for partner capacity development.
<b>5. C4D best practices, impact assessments, tools, resources, innovations and lessons learnt are documented and disseminated among key audiences.</b>	Yellow	There are a number of examples of UNICEF Kyrgyzstan developing C4D guidance and actively disseminating this to partners. At present, the trend seems to be for the KCO to take existing C4D guidance (in some cases contextualising it) and sharing this with local partners. There was less evidence to indicate that good practices in country are being documented and shared.

**Benchmark 1: UNICEF Kyrgyzstan is not currently engaged in any mechanisms that serve to coordinate and strengthen C4D activities at the national level.** The only C4D taskforces that the C4D Unit is involved with are internal to the CO. There is recognition by the KCO that this is an area for development. The C4D Strategy notes the need to formalise a national C4D structure and has a proposal to establish ‘a national cross-sectoral body dedicated to the effective use of communication to achieve national goals’.<sup>43</sup> There are also plans to establish an unofficial body in Osh city with the purpose of coordinating and consolidating communication efforts at the local levels.

**Benchmark 2: C4D initiatives are informed by evidence. The C4D Unit has conducted some KAP surveys, formative research and media coverage analysis but this is not done systematically for all C4D plans or interventions.** UNICEF Kyrgyzstan has conducted a number of C4D research studies and evaluations. For example, a C4D formative research project was conducted for the first time in 2013, covering health, education and child protection. The findings were used to inform communication activities across a number of issues, including restoring trust of family members to immunisation and MNP, and raising knowledge of parents and children on how to prevent and report on violence at school.<sup>44</sup> Despite these positive developments, data and evidence gathering on social/behaviour change entry points is not systematic across the country programme. Interviews with a number of senior managers indicated that using research more regularly to inform C4D practice was a priority moving forward.<sup>45</sup>

**Benchmark 3: Participatory processes are encouraged by UNICEF but the context is challenging, especially when working through government partners.** The two projects the evaluators briefly visited as well as the desk review point to some good participatory practices. The two programmes visited were run by NGOs to promote 1) adolescent empowerment and development through a programme called ‘Our Voice’ and 2) better access to WASH for students. Both NGOs appeared to be following participatory best practice, for example voluntary participation of adolescents/students from diverse backgrounds; and enabling marginalised youth, including both girls and boys and children with disabilities, to participate in all activities. But, government partners present a different picture. The lead Ministries of Health and Education are very short-staffed, pressed for time and, despite a genuine interest in applying effective and change-making methodologies, find it hard to apply participatory practices. Our interviews with bodies including the Republican Health Promotion Centre demonstrate that government officials can talk about the importance of all that C4D stands for with conviction but, according to UNICEF C4D staff members,<sup>46</sup> it rarely results in fully fledged C4D participatory processes and methodologies such as dialogue and consultation. Instead, they often revert to what could be characterised as information, education and communication materials, like pamphlets and posters, and some interpersonal communication. A central reason for this is the ‘traditional’ mentality of top-down control, and of communication being synonymous with propaganda – a legacy of the Soviet era that has not yet died away

**Benchmark 4: KCO has invested in building both internal and external C4D capacity, but this has been *ad hoc*.** As is outlined in more detail in Section 3.1, UNICEF has invested in strengthening the capacity of its staff in C4D. While this has produced results, more is needed for the capacity gains to be sustainable and for significant improvements in the quality of C4D design and implementation to occur. UNICEF has not been very active in providing capacity support to government counterparts. Where this has happened, it has been opportunistic. More details are provided in Section 3.3.3 below.

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<sup>43</sup> Putting Social Change on the Fast Track: A Communication for Development Strategy for UNICEF Kyrgyzstan, 2015–17.

<sup>44</sup> UNICEF Kyrgyzstan Annual Report 2013, p.6.

<sup>45</sup> KIs 6 and 7.

<sup>46</sup> KIs 1 and 2

**Benchmark 5: The KCO is actively sharing existing UNICEF C4D technical guidance locally, but is not actively documenting and sharing learning from its own experiences of implementing C4D.** We found evidence of user-friendly materials detailing best practices, innovations and learning in C4D being developed and shared locally.<sup>47</sup> These have been drawn from either C4D training courses or from C4D networks and connections in the region and globally. In some cases, these have been contextualised to Kyrgyzstan. There was less evidence to indicate that good practices from UNICEF Kyrgyzstan’s own experience of implementing C4D have been documented and shared. This is an area for future development.

### 3.3.3 Lessons learnt from building the capacity of partners

The following section looks at what lessons can be drawn from UNICEF Kyrgyzstan efforts to build the C4D capacity of its government and NGO partners.

**There has been no clear assessment of what the C4D needs are for partners.** While there is recognition of the need for C4D capacity development both internally and externally among counterparts, the type of capacity support provided is *ad hoc* and sporadic. The KCO recognises this as a gap and discussion is underway regarding conducting a partner capacity assessment to lay the foundations for a more systematic approach the partner capacity development.<sup>48</sup>

**KCO has not invested in building NGO partners’ capacity in C4D, as they already have strong knowledge, skills and practices.** Most of the informants we interviewed stressed the quality of UNICEF’s NGO partners. Around 3,000 NGOs in Kyrgyzstan work in areas of potential relevance to UNICEF, and many have very highly skilled human resources. Many are also well versed with C4D planning and implementation and are active champions of C4D as a programming strategy. As such, they work as equal partners with UNICEF in pushing forward a participatory C4D agenda.<sup>49</sup>

**Support for C4D among government counterparts is low, although theoretical understanding is high.** Government partners were found to be largely positive towards the idea of C4D and able to converse about it in theory, however, when discussing communication approaches in concrete programmes, the tendency was to refer back to traditional top-down pamphlets and posters. As one government official remarked, ‘We... are in the middle between the practices that UNICEF promotes, which are good, and the ministry. We have to consider the mentality of our people. When we do we realise it often is better to stick to our own traditional ways.’<sup>50</sup> A number of other government partners and the UNICEF staff working with them echoed this sentiment.

**There has been some work to improve capacity within government counterparts but this is very limited.** Back in 2007, there was training on C4D for the Republic Health Promotion Centre with an international expert and last year the Communications Unit delivered a one-day workshop to government on communication approaches and methodologies in general. Here, the difference between external communication and C4D was explained, along with the importance of needing to develop a clear communication strategy. A similar session will be run in 2016 but with a focus on the

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<sup>47</sup> The Social Series on TV and radio on child rearing (scriptwriting guidelines); hand-washing in schools ‘the Three Star Process’ (locally contextualised); 10 steps to open up a community kindergarten; conflict mitigation through use of T4D.

<sup>48</sup> KI 1

<sup>49</sup> KI 13

<sup>50</sup> The Republican Health Promotion Centre is a communication and outreach centre of the Ministry of Health, working to implement Ministry plans.

use of infographics. These are the only examples of government capacity development that have been delivered to date.

### 3.4 Evaluability of C4D

This section presents our findings on the evaluability of C4D strategies and interventions. The objective is to look at what potential there is for assessing the impact of C4D interventions in the future. The framework used has two parts. First, it looks at whether it is possible *in principle* to evaluate the impact of a C4D intervention. To make this assessment we look at whether there is a clear logic to the intervention, whether it is clear what behaviours are being changed, what the contribution of C4D activities are to this and how the behaviour change will affect the lives of women and children. The second part of the assessment involves looking at whether it is possible to evaluate the intervention *in practice*; this involves looking at what monitoring data are being collected on behaviour change, and the quality of the data, and assessing whether they are good enough to form the basis of an evaluation.

The assessment of evaluability has been applied at two levels. Our first unit of analysis was the Results Assessment Matrix (RAM). Here we analysed whether it would be possible to assess the aggregate effects of C4D programming across the entire country programme. Our second unit of analysis were two programmes with significant C4D components. These were selected based on the identification of sections with a strong C4D basis, and within them interventions that were either high profile or innovative.

The findings presented in this section have been informed by a range of data sources, including an in-depth review of the results framework, AWP and, for each of the C4D interventions, a review of design and reporting documents. This was supplemented with interviews with key informants. In the case of the two sampled interventions, we visited two of the project sites during our field visit.

#### Key findings:

- Considering that C4D does not have a clear profile in the Results Framework, it would be difficult to measure/assess the contribution of C4D programming to specific sector/section results in the current country programme. The lack of clarity around the causal logic linking C4D activities to outputs to outcomes presents a major problem.
- The two individual programmes examined present much greater possibilities for evaluation: they were both scored positively for evaluability *in principle* and one of them was scored 'green' *in practice*. There was considerably greater clarity in the theories underpinning both interventions, and the role that C4D results and activities play in this. In both cases it was possible to see how C4D activities were being used to bring about specific behaviour changes. One programme we judged to have very strong monitoring data and system; the other we felt had room for improvement.

**C4D does not have a clear profile in the country programme Results Framework.** According to the Country Programme Action Plan (CPAP) 2012–16, those outcome<sup>51</sup> and output level results that could be considered 'C4D results'<sup>52</sup> are integrated and formally established in the 'country programme

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<sup>51</sup> PCRs 2 and 3.

<sup>52</sup> IR.2.1.2, IR.3.1.1., IR.2.1.3.

results framework'<sup>53</sup> – that is, those that 'promote positive behavioural outcomes among communities and mobilised increased demand for quality early education'.<sup>54</sup>

However, there is a large conceptual gap between these overarching outcomes and more specific and visible C4D objectives and results. For instance, action and work plans for 2015 contain a wide range of C4D activities planned in different sectors (health, child abuse, early childhood, WASH, juvenile justice, education, nutrition children with disabilities) in 2015, with timeframe, partnerships and budget all specified. However, it is not clear how these activities link to and contribute towards these higher level results.

Although more specific C4D objectives and results are framed in the RWPs<sup>55</sup> (such as the following objective: 'enhance communication and advocacy on selected child protection issues'), the fact that specific C4D objectives and results are not spelt out clearly in the overall RAM means they are very difficult to track, monitor and evaluate.<sup>56</sup>

Based on the way that C4D is positioned in the Results Framework, it would not be possible to evaluate the contribution of C4D programming to specific sector/section results in the 2012–16 country programme if the Results Framework is used as the only unit of analysis.

**The evaluability of the two sampled C4D programmes is more positive.** We selected two programmes with significant C4D components on which to conduct evaluability assessments and visited two projects that are part of these programmes. These visits were to Jal School, as part of the WASH programme implemented in collaboration with the NGO ARIS; and a youth and adolescent development and empowerment centre in the village of Orlovka, implemented in collaboration with the foundation Our Voice.

### **3.4.1 WASH programme: improving students' access to water, sanitation and hygiene (Jal School)**

For the WASH programme there is clarity in the theory underpinning the intervention, and the role that C4D results and activities play in this. It is clear how C4D activities are being used to bring about specific behaviour changes. Causal logic on how the C4D intervention (i.e. training for teachers and community mobilisation; WASH clubs for primary school students) is meant to contribute to the behaviour change (i.e. hand-washing with soap and water before eating) is also clear.<sup>57</sup> Based on this, we judged the programme to be evaluable *in principle* and gave it a green rating (see Table 6).

The prospects for evaluating this programme *in practice* are less clear. While baseline data exist, we found no evidence of a systematic monitoring system through which data will be regularly collected and analysed against the baseline. While there seems to be appropriate capacity (staffing, skills, budget) in the programme management team to collect data in the future, the lack of a visible system

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<sup>53</sup> This framework is formed by UN Development Assistance Framework (UNDAF) matrix results, and CPAP 2012–16 results matrix and evaluation framework (Annex I). The MTR 2012–16 and the Annual Reports follow this framework (UNDAF 2012–16, Annex A, pp. 15–28).

<sup>54</sup> CPAP p.13; Annex I, pp.3–6.

<sup>55</sup> C4D and Comms RWP 2012-2013, Communication RWP 2014, CP RWP 2014–15 and Communication Annual Plan. E.g. CP RWP 2014–15, p.6.

<sup>56</sup> Such difficulties with evaluability of the 'big picture' are common with cross-cutting interventions, such as gender or human rights, and are not a problem limited to C4D.

<sup>57</sup> The main outcome for this programme is as follows: 'In primary schools children develop the skills of hand-washing with soap and water before eating'. The C4D contribution to this is as follows: 'Training of facilitators and mobilizing social support for hand-washing in 90 schools'.

is troubling. As such, we gave the programme an amber rating, indicating that, at the present time, we do not think it is evaluable in practice.

### 3.4.2 Youth programme: Our voice (Orlovka)

This is a programme involving five youth centres with the following outcome indicators:

- Youth and adolescents have basic social skills to strengthen livelihood opportunities.
- Youth and adolescents demonstrate the ability to identify and address major challenges to their communities.

We judged this programme evaluable both *in principle* and *in practice* (therefore it scored green on both counts, in terms of readiness to be evaluated. It has a clear and well-designed programme logic, which articulates behaviour changes that are linked to higher level outcomes. It also has clear, high quality indicators, for example:

- % of trained facilitators, volunteers and representatives from local authorities can identify marginalised youth and youth in difficult life situations;
- % of trained youth and adolescents can identify children’s rights violations and know where to seek help;
- # of youth and adolescents attend trainings in five youth centres on conflict prevention and mediation (three hours) and children’s rights (two hours).

In practice, it has baseline data and a supporting system for regular data collection. Specific data have been collected on C4D activities and the behaviour changes and/or social norms that the programme aims to affect; the data appear to be robust, credible, simple and straightforward. For every indicator there is a baseline and a target and the programme appears to possess appropriate capacity (staffing, skills, budget) in the programme management team – including understanding of the purpose of it all – to collect high quality data in the future.<sup>58</sup>

Table 6: Results from the evaluability assessment of two C4D programmes from the KCO

Evaluability question and rating scale	WASH programme ‘Improving students’ access to water, sanitation and hygiene’	‘Our Voice’, a youth and adolescent development and empowerment programme
<p><b>Is it possible <i>in principle</i> to evaluate the contribution of C4D to the impact of the intervention?</b></p> <p>Green: There is a clear underlying logic to the design documentation, and the specific contribution of C4D is clearly articulated. In principle it is possible to evaluate the intervention.</p> <p>Amber: There are gaps in the intervention logic and the contribution of C4D is not completely clear. Some improvements are needed before it would be, in principle, possible to evaluate.</p>	<p><b>GREEN</b></p> <ul style="list-style-type: none"> <li>• Yes, the underlying logic of the programme is clear.</li> <li>• Yes, behaviour change, shifts in social norms, social mobilisation and/or advocacy are clearly articulated in the programme logic.</li> </ul>	<p><b>GREEN</b></p> <ul style="list-style-type: none"> <li>• Yes, the underlying logic of the programme is clear.</li> <li>• Yes, behaviour change, shifts in social norms, social mobilisation and/or advocacy are clearly articulated in the programme logic.</li> <li>• Yes, causal logic is clear on how the C4D intervention contributes to behaviour change/social norms outcomes.</li> </ul>

<sup>58</sup> Based on KII with coordinator and group discussion with other moderators.

<p>Red: Both programme logic and the specific contribution of C4D are unclear; significant improvements are needed before it would be in principle possible to evaluate.</p>	<ul style="list-style-type: none"> <li>• Yes, causal logic is clear on how the C4D intervention contributes to behaviour change/social norms outcomes.</li> </ul>	
<p><b>Is it possible <i>in practice</i> to evaluate the contribution of C4D to the impact of the intervention?</b></p>	<p><b>AMBER</b></p>	<p><b>GREEN</b></p>
<p>Green: High quality data are collected on specific C4D activities and results. Data are appropriately disaggregated, and baselines are available. It would be possible, in practice, to evaluate C4D.</p>	<ul style="list-style-type: none"> <li>• Lack of a clear monitoring system with regular rounds of data collection and analysis.</li> <li>• Yes, baseline data are available.</li> <li>• Yes there is appropriate capacity (staffing, skills, budget) in the programme management team to collect high quality data in the future.</li> </ul>	<ul style="list-style-type: none"> <li>• Yes, specific data have been collected on C4D activities and the behaviour changes and/or social norms that the programme aims to affect.</li> <li>• Yes, data appear to be robust and credible – and simple and straightforward.</li> <li>• Yes, for every indicator there is a baseline and a target.</li> <li>• Yes, they possess appropriate capacity (staffing, skills, budget) in the programme management team – including understanding of the purpose of it all – to collect high quality data in the future.</li> </ul>
<p>Amber: Gaps in data quality and/or questions about the quality data mean the CO requires some improvements in its data collection before it would be possible in practice to evaluate.</p>		
<p>Red: Significant questions remain about data quality and coverage. Significant improvements are needed before it would be possible to in practice evaluate at CO level.</p>		

## 4. Conclusions

### 4.1 C4D capacity development

There has been good investment in building C4D capacity when one considers the relatively small size of the country programme in Kyrgyzstan. In-country C4D trainings and the Ohio and UPenn courses have been the main investments to date, with good follow-up by US course participants on their return in terms of passing on their knowledge to colleagues. All trainings have been relevant to the needs of the participants and to the KCO overall, which effectively came quite recently to a strategic focus on C4D, realising it had need for C4D capacity building around 2012. The trainings and workshops targeted the right individuals and used the right mix of learning methodologies. Likewise, the courses have contributed to improving C4D knowledge and practice. The risk, however, is that, without any follow-up, the capacity gains achieved through these courses will be eroded.

Moving forward, the KCO needs to look at more efficient ways of building internal skills. While sending staff to the Ohio and UPenn courses was an effective way of building C4D capacity, it was costly and reached only a very limited number of staff. In the future, more emphasis needs to be put on facilitating the transfer of knowledge and skills between peers and running country level training. These are less costly and will reach more people. This will help distribute C4D capacities more widely across the CO. C4D courses run at regional level by the CEE/CIS RO should also be considered because organising such activities regionally would pool experience from across the region, would allow UNICEF C4D professionals to network and share experiences particular to the former Soviet states and would make training cost-effective (many small country programmes coming together on a regional level makes more sense than Kyrgyzstan organising training on its own).

Another challenge the KCO faces in strengthening its C4D capacity is human resources. At present, having only one C4D specialist is not enough to effectively service all of the sections. Efforts to

increase capacity through a network of focal points embedded in sections is a positive step, but this will require investment in building their capacity in order to be effective.

## 4.2 Integration of C4D

There is strong support for C4D in UNICEF Kyrgyzstan, but it is still not fully considered in the planning process. The fact that there is virtually no reference to C4D in either the 2011 or the 2015 Situation Analysis is indicative of this, as is the poor integration C4D into core planning documents such as the RAM and RWPs. However, the recent development of a new C4D strategy is an important step and presents a real opportunity for embedding C4D into the structures and processes of the KCO. The establishment of an internal C4D task force, chaired by the deputy representative, to lead coordination of C4D across the country programme and provide consistent senior level oversight and backing for C4D is already a step in the right direction.

One of the major challenges the CO needs to grapple with in order to better integrate C4D into programming relates to financial resources. Current levels of financial allocations for C4D are insufficient to meet the needs of the country programme. While there are no quick fixes to this problem, more consistent involvement of the C4D specialist in CO-wide resource mobilisation will help, as will the collection of more evidence on the impact of C4D interventions.

Another challenge that the KCO will need to tackle in the future is how to manage the integration of C4D and external communications as UNICEF shifts away from community engagement towards more upstream advocacy work in Kyrgyzstan. This shift appears to be a pattern in lower-middle/middle-income countries. Currently, there are clearly demarcated roles and responsibilities between C4D and external communications, but this may not remain the case. There is likely to be increased blurring of roles and there is a real risk that C4D could find itself losing prominence. C4D will need to monitor and navigate these shifts carefully if it wants to remain relevant in the KCO.

## 4.3 Implementation of C4D

C4D is a respected cross-cutting discipline in the KCO and is implemented with increasing professionalism. Serious attention to C4D effectively began in 2012; since then, many programmes have been implemented with significant C4D components integrated into them. How C4D is implemented across sections tends to fall into one of three modalities: C4D and programme sections work in parallel on an initiative; C4D leads the initiative and the sections provide technical support; and sections lead the initiative and the C4D team provides technical support. Each modality has benefits and challenges.

There has been a significant amount of activity around C4D in UNICEF Kyrgyzstan. However, against the C4D global benchmarks that are considered proxies for quality implementation performance is mixed. This indicates a lack of consistency in the quality with which C4D is being designed and implemented. A key area for improvement relates to UNICEF taking the lead in establishing multi-stakeholder taskforces that can coordinate and plan for C4D nationally and sub-nationally.

There has been limited C4D capacity support provided to partners to date; what has been delivered has been *ad hoc* and opportunistic. While NGO partners already have good C4D capacity, government partners do not. In government there is reluctance to move away from C4D as posters and pamphlets and to embrace the view that C4D is evidence-based and participatory. Moving forward, UNICEF Kyrgyzstan needs to develop a more structured and systematic approach to

government capacity development that engages with the factors that are preventing C4D from being better integrated into government planning.

#### 4.4 Evaluability of C4D

The evaluability of the two individual programmes selected is high but the evaluability of C4D outputs across the whole country programme, if using just the Results Framework, is low. It would not be possible, given the current monitoring and reporting structure, to assess the aggregate effects of C4D programming across the UNICEF Kyrgyzstan 2012–16 country programme. This is because there is a lack of clarity in the RAM as to how C4D activities link to outputs and outcomes, and data on behaviour changes are not systematically collected. However, our assessment of the two specific C4D programmes is more positive: they both scored high on evaluability. This suggests that, in the future, were UNICEF to invest further in evaluating the impacts of its C4D work, the unit of analysis should be the individual C4D programmes rather than the overall country programme.

### 5. Recommendations

#### 5.1 C4D capacity development

Recognising that the KCO already has plans for increased C4D capacity development within the CO workplan for 2016 and in the (draft) C4D strategy, and seeing that the KCO is at a critical point in its development of a positive culture around C4D, the evaluation recommends the following:

13. **UNICEF Kyrgyzstan should consider providing relevant capacity building to the new C4D focal points**, who are currently in the process of forming a network of C4D champions within each section. Workshops in the country or region, with a sectoral focus (i.e. health, WASH etc.), providing participants with a wide array of ways to apply C4D approaches effectively in a specific field, would be ideal. In this way, each focal point would form a strong C4D network around him/her and should take some of the workload of the C4D specialist.
14. **The communications team in the KCO should instigate regular learning events for section staff across the KCO**. These could be quarterly seminars run by the C4D specialist, but broader learning/seminar opportunities for section staff could also be considered. This would ensure follow-up of capacity already built and would continue to share new approaches, new methodologies, new lessons learnt and best practice examples.
15. **UNICEF's CEE/CIS RO should consider appointing a full-time C4D adviser**, who could be proactively in touch with the C4D specialist in Kyrgyzstan (and other country offices in the region) as well as sector specialists, to provide in-depth C4D knowledge and experience.
16. **UNICEF's CEE/CIS RO should consider facilitating regional capacity building activities for C4D staff and focal points**. Organising such activities regionally would pool experience from across the region, allow UNICEF C4D professionals to network and share experiences particular to the former Soviet states and make training cost-effective (many small country programmes coming together on a regional level makes more sense than Kyrgyzstan organising training on its own).
17. **The UNICEF C4D Unit at HQ should keep the C4D team in Kyrgyzstan updated on C4D consultants and LTA holders** (quality of and past experience with) from a central database of

C4D expertise external to UNICEF. If this were done centrally, it would be useful for all C4D teams, not just the KCO.

## 5.2 Integration of C4D

Recognising that the KCO already has plans for strengthening the systems and workflows around C4D, the recommendations are:

18. **UNICEF Kyrgyzstan should address the need to define, design and implement some effective standard operating procedures to consolidate the process of integration of C4D** that has already begun. These should cover routinely integrating the C4D specialist into programme planning and resource mobilisation; and identification of focal points in sectors and ensuring their responsibilities are well described in job descriptions and performance reviews.
19. **UNICEF Kyrgyzstan should ensure all programmatic sectors are provided with documentation** on how to best integrate C4D in planning, monitoring and evidence gathering.
20. **UNICEF Kyrgyzstan should redouble its efforts to improve monitoring and documentation of C4D results in the KCO.** For this to happen, C4D needs to be described much better and highlighted more clearly in all RWPs (or as many as is appropriate) and in all future planning and monitoring frameworks, especially the CPAP and the Results Framework (even using something as simple as a highlighter pen would be a start). The logic gaps between C4D activities and higher level results/outcomes need to be addressed with a clear articulation of the links between activities and outcomes. Clearer indicators need to be written for internal monitoring and evaluation of C4D interventions within sector programmes. Finally, results should be more clearly attributed to C4D efforts (where the contribution of C4D is clear) and good impact stories should be written up and publicised, partly to aid fundraising, partly to add to the UNICEF global C4D evidence base.
21. **UNICEF Kyrgyzstan should consider organising a retreat or reflection on the possible future implications of the country's increasing economic (lower-middle-income) status** and what this may mean in future for the role of C4D and of external communications in a context in which systems strengthening and lobbying of government are likely to be increasingly important. The roles between C4D and external communications may need to be redefined, particularly as regards who has responsibility for advocacy in future.

## 5.3 Implementation of C4D

22. **UNICEF Kyrgyzstan should consider conducting a C4D capacity assessment of key government partners** to better understand current knowledge, skills and practice and the major blockages to better integration of C4D into government planning and implementation.
23. **UNICEF Kyrgyzstan should consider reaching out to state academies that offer mid-career training for state employees** as a way of developing a longer-term and more systematic approach to C4D capacity building for government partners. This approach might be more familiar to state employees and especially to their superiors. At the same time, it would also allow a far greater number of participants to be reached.

## 5.4 Evaluability of C4D

24. **The KCO communications team should consider commissioning a systematic portfolio review of past C4D initiatives/programmes** and systematically identifying and documenting examples of C4D good practice to inspire and support the C4D work being done within the sections. A more concerted effort to commission external independent evaluations of C4D impacts in ongoing programmes should be made, and research/data collection efforts on behaviour/social change achieved by means of C4D initiatives should be more routine.

# ANNEXES

## Annex 1 – References

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## Annex 2 – List of stakeholders interviewed

Yukie Mokuo	Representative
Raoul de Torcy	Deputy Representative
Muktar Minbaev	RM&E officer (and planning)
Galina Solodunova	C4D adviser
Mavliuda Dzhaparova	Communication officer
Gulnara Zhenishberova	Head, OIC Osh Zone Office
Alvard Poghosyan	Head of Education Section Education and Early Childhood Development Specialist
Cholpon Imanalieva	Head of Health Section
Munir Mammadzade	Chief, Childhood Protection
Gulsana Turusbekova	Social policy specialist
Esen Turusbekov	WASH & Emergency officer
Jana Magnitschenko	Adolescent development protection and peacebuilding advisor
Elena Zaichenko	Child protection officer
Edil Tilekov	HIV officer
Chynara Kumenova	Education Officer
Esen Turusbekov	WASH & Emergency officer
Usupova Jamilya	Head of Department of education, Min. Health
Gulmira Hitmurzaeva	Director of Health Promotion, Min. Health
Anna Savinykh	Coordinator of project “our Voice”, ARIS
Gulcayir Amanalieva	Coordinator of WASH in schools, ARIS
Eginaliera Anara	Director, Bishkek office, Foundation for Tolerance International
Shabdanova Tazkyan	Programme Director Foundation for Tolerance International
Uzbekova Zorina	Foundation for Tolerance International
Beremdick, Vasilevka	Volunteer, Katya Youth centre
Berendik, Vasilevka	Chairman, Asylbek Youth Centre
Sanzhar	Volunteer, Youth Centre GTO-Orlovka
Sabina Ibraimova	Head of production Dept., Red Crescent Society
Saltanat Nlamyzbaeva	TB communication, Red Crescent Soc
Tynara Sulaimanova	Nurse, Red Crescent Society

## Annex 3 – Terms of reference for the evaluation

UNICEF Evaluation Office

### Communication for Development: An Evaluation of UNICEF’s Capacity and Action

Terms of Reference for an External Evaluation

#### 1. Background

Communication for development (C4D) is the application of the principles of effective communication to further development objectives. In UNICEF, C4D is defined as a “systematic, planned and evidence-based strategic process to promote positive and measurable individual behaviour and social change that is an integral part of development programmes, policy advocacy and humanitarian work”.<sup>59</sup> C4D operates through dialogue and consultation with, and participation of children, their families and communities. It privileges local contexts and relies on a mix of communication tools, channels and approaches. In UNICEF, C4D is not part of public relations or corporate communications. Rather, it is a cross-cutting programme implementation strategy firmly grounded within the human-rights based approach to programming (HRBAP).

During the 2006-2013 Medium-Term Strategic Plan period, C4D was operationalized as a cross-cutting strategy in its own right. The 2014-2017 Strategic Plan positions C4D as inherent to the implementation strategy of capacity development. C4D is part and parcel of all areas of UNICEF’s work as many of the targets of UNICEF’s strategic plans are strongly dependent on behavioural and social change for their impact, scale and sustainability. C4D is used widely in emergency response and the on-going response to the ebola epidemic has made C4D / social mobilization a key responsibility for UNICEF.

C4D has evolved from earlier approaches to development communication that used more top down ‘diffusion’ type models. These included “Information, Education and Communication” (IEC) used within UNICEF since the 1950s, “Project Support Communication” employed in UNICEF during the 1970s and “Programme Communication” used in the 1980s. Since the 1990s, based on the notion of participatory development, the emphasis has shifted to multi-directional communication methods, mix of channels, importance of dialogue/trust/mutual understanding, amplifying the voices of poor people and empowerment.

In 2008, the Mid-Term Review of the 2006-2013 Mid-Term Strategic Plan (MTSP) found that 38 of the 52 Key Result Areas were strongly dependent on social and behavior change and positioned C4D as a cross-cutting strategy to achieve these. It thus formerly revitalized UNICEF’s communication

<sup>59</sup> UNICEF Intranet; <https://intranet.unicef.org/pd/cbsc.nsf>; last accessed 10 September 2014.

capacity and C4D became part of the re-formulated Division of Policy and Practice. A C4D Technical Unit was established at UNICEF Headquarters in 2008 to ensure more effective institutionalization of C4D within the organization. Since 2010, country offices have begun reporting on C4D as a key performance indicator and C4D also resonates with UNICEF's current focus on equity, social norms and Monitoring Results for Equity Systems (MoRES). The latter in particular is used at country-level to ensure that country office priorities include a behavioural and social change agenda.

Over the past years, UNICEF's C4D efforts at global level have focused on selected 'flagship areas.' These have included (1) Accelerated Young Child Survival & Development (ACSD) to achieve health related MDGs – particularly in Africa, the Middle East and Asia, with focus on essential family practices related to four life-saving, low cost interventions – promotion of oral rehydration therapy (ORT) to address diarrhea, exclusive breastfeeding (EBF) for the first six months, hand-washing with soap (HWS) and use of insecticide treated nets (ITNs) for malaria prevention; and (2) Ending Violence Against Children and Creating a Culture of Peace using a Life Cycle Approach – particularly in Latin America and the Caribbean, Eastern and Southern Africa, and the Middle East. At the country level, the scope of C4D programming has been much wider, with important C4D investments made across all areas of UNICEF's work. UNICEF response to the recent Ebola crisis has depended heavily on the use of C4D, especially in organizing programme response in the affected countries.

### **C4D Strategies, Capacity Development and Implementation Quality Benchmarks**

Following its inception in 2008, the C4D Technical Unit led the development of two frameworks to lay a comprehensive foundation for organizing and enhancing the C4D function and work within UNICEF. The two frameworks are the **UNICEF C4D Strategic Framework 2008-2011** and the **UNICEF C4D Capability Development Framework (CDF)**. Both frameworks have provided direction and served as a reference for C4D related action at all levels, including programmatic and capacity development priorities. In 2009, an organizational **Position Paper on C4D** further clarified the role and contribution of C4D to UNICEF's development and humanitarian programming. The proposed evaluation will draw heavily on all three documents.

Both the UNICEF C4D Strategic Framework and Position Paper on C4D have highlighted that staff members from all areas in the organization need to be adequately equipped with customized knowledge and tools to promote C4D in the development to drive behaviour and social change to advance the rights of children and their communities, and to demonstrate UNICEF's leadership in this area. The C4D Capability Development Framework (CDF) has elaborated on this further, identifying and providing guidance for the development of key competencies in C4D. Informed by a series of capacity assessments between 2006 and 2008, the framework has responded to a strong need among UNICEF staff members to enhance C4D related knowledge and skills in research, design and evaluation, as well as to create an enabling environment for allocation of resources.

In 2010, the Office of the Executive Director allocated \$1.5 million from thematic funds for capacity development in C4D which has enabled the development of various organizational learning platforms and resources; information and network mechanisms; as well as resource packs in areas such as for communicating with children, and research, monitoring and evaluation. Particular effort has gone into

developing and running **UNICEF’s learning programme on Communication for Development (C4D)** in partnership with Ohio University (UOhio Course). The course aimed to “build a critical mass of development professionals in UNICEF who are equipped with relevant knowledge, skills and tools to address socio-cultural determinants of UNICEF programmes and humanitarian actions through the use of C4D”. Launched in April 2011, the course has provided competency-based blended learning opportunity to an average of 65 UNICEF staff members annually in 2011, 2012, 2013 and 2014. The participants were mainly UNICEF staff members responsible for the C4D components of programmes, either as C4D Specialists (42%) and External Relations/ Communications Officers (20%), or as Programme Specialists from Health, Nutrition, WASH, ADAP, Child Protection, Education, Planning, M&E and Emergencies (28%).

A complementary initiative is the launch of the **UNICEF learning course entitled “Advances in Social Norms”** implemented through University of Pennsylvania (UPenn Course) starting in 2011 as a collaborative effort between Human Resources Division and Programme Division. The course developed in partnership with the University of Pennsylvania, USA aimed at providing UNICEF and partnering UN staff with the necessary knowledge, understanding, conceptual and practical tools, to address social norms and achieve social change for children in a variety of environments and cultures. The course examines social norms in the context of societal factors that drive inequities and fuel behaviours and practices that result in discrimination and deprivations and provides participants with tools that can effectively address social norms within the framework of human rights approach to programming. Communication for effective social change is one of the five main inter-linked themes of the learning course. The learning course has been offered annually since 2011 and it has evolved over time based on participant feedback. A total of 260 UNICEF staff from various programme areas have participated in the course.

Over the past years, C4D capacity building has been integrated in organisational priorities, processes and documents such as Situation Analysis, PPPM, CPDs, MoRES; wider partnerships and collaborations with UN and other agencies; increased focus on information knowledge management (IKM) and creation of a C4D community of practice; as well as competency development of UNICEF staff through a range of training and learning offerings beyond the Ohio course.

In addition, UNICEF has made significant investments in recent years in gathering and disseminating evidence and lessons from C4D programming in various contexts, including through collaboration with global partners and leaders in this area of work. This work has culminated in formulating a number of **benchmarks** for assessing the quality of C4D programme implementation.

#### **Benchmarks to Gauge the Quality of C4D Implementation**

Six benchmarks have been developed to guide C4D implementation in the field and to serve as self-assessment checks. Information gleaned from the benchmarks is intended to feed into strategic planning for C4D.

1. C4D strategies are integrated within the country programme structure and results framework; and sectorial/cross-sectorial plans with budget allocations.

2. New or existing C4D task forces/working groups/committees of multi-sectorial stakeholders (governmental, non-governmental and academic) are established and functioning to plan, coordinate and strengthen C4D activities.
3. C4D plans/interventions are informed by, use and monitor data and evidence on behavioural and socio-cultural factors as well as media and communication contexts.
4. Participatory processes are used to engage community representatives and members (girls, boys, men and women especially those from marginalized/excluded groups) into sector programmes/interventions.
5. Plans/initiatives/ongoing programmes to strengthen C4D capacities of UNICEF staff, partners and counterparts are established at national and sub-national levels.
6. C4D best practices, impact assessments, tools, resources, innovations and lessons learned are documented and disseminated among key audiences.<sup>60</sup>

While the benchmarks serve as a basis for planning and assessing quality of C4D programming, the measurement and assessment of outcomes from C4D interventions is a challenging undertaking as it requires measuring sectoral results to which C4D contributes. This also requires sector specific focus and use of specific outcome and impact indicators. Considerable work has taken place in providing guidance for monitoring and evaluation C4D initiatives. A major initiative in this respect is the United Nations Inter-agency Resource Pack on Research, Monitoring and Evaluation in C4D (2011) to which UNICEF made significant contributions. Based on an extensive literature review and consultations, the resource pack provides good examples of research, monitoring, and evaluation in C4D within the UN context including a focus on impact assessment. There is a need for UNICEF to examine the extent to which programmes are sound in terms of their results-based orientation and their M&E strength in C4D to determine their feasibility for impact evaluations in the coming years.

## 2. Evaluating C4D Capacity and Action in UNICEF

A corporate decision was made in 2013 to externally evaluate C4D in UNICEF and to include this topic in the corporate evaluation plan. Subsequently a consultative process followed to scope the evaluation including an assessment of what could be evaluated given data, time and budget limitations to produce a report that would be forward looking and useful to strengthen UNICEF's C4D capacity, field level actions and results. Through this process, it was determined that the evaluation will focus on 3 main components:

a) C4D capacity development including the adequacy of C4D approach/strategies and their integration in country programmes; outcomes of the key learning initiatives especially the C4D and social norms course; and establishment of organizational systems, structures, processes and the relevant policies, guidance, tools required for mainstreaming C4D in all relevant areas of UNICEF's work. The evaluation will also document UNICEF's role and comparative advantage in undertaking external capacity development and propose the way forward for strengthening C4D partnerships at all levels.

b) UNICEF action at the field level – in development as well as emergency contexts – for mainstreaming C4D in UNICEF programmes, i. e. effective C4D programming. This component will be assessed to a large extent based on the 6 benchmarks listed above for assessing C4D implementation quality at the field level.

<sup>60</sup> C4D Strategic Vision and Policy Framework for Implementation of UNICEF's Strategic Plan 2014-2017, Draft of June 2014.

c) The evaluation will not explicitly assess the outcomes of C4D interventions but will include an assessment of the evaluability of results (outcomes and impact) flowing from C4D interventions and outline options for evaluation of such results in the coming years. Assessing results from C4D interventions requires a much broader and ambitious evaluation with focus on sector specific data. Such evaluation could be considered during the implementation of the second half of the Strategic Plan.

## **Evaluation Objectives and use**

UNICEF is regarded as one of the lead agencies in promoting and using C4D as a cross-cutting programme strategy to realize the MDGs and children's rights. In recent years, especially since 2009, UNICEF has made significant investments on its own institutional capacity development and in addition it has also played an important role in international and national level capacity development while working with a variety of partners and stakeholders. As C4D is still evolving in UNICEF, there is a need to assess the outcomes of the capacity development efforts and experience gained in terms of effective C4D programming in recent years. The findings of the evaluation will generate credible and forward looking evidence which will guide UNICEF's future C4D work and partnerships in implementing the 2014-2017 Strategic Plan (SP) and country programmes. The evidence from the evaluation and its recommendations will feed into the mid-term review of the 2014-17 Strategic Plan and in the formulation of an updated C4D strategy / framework and related guidance. The evaluation will also help determine UNICEF's particular comparative advantage so as to inform UNICEF's engagement in the wider development communication community, and effectively position itself for C4D related contributions to advance the post 2015 sustainable development agenda and children's rights in the coming years.

The purpose of the evaluation is to generate credible and useful evidence regarding the requirements for successful implementation of C4D approaches in order to guide and strengthen UNICEF's future action and results in this area.

The main objectives of the evaluation are as follows:

- Assess the relevance, efficiency and effectiveness of UNICEF's capacity development strategies and interventions relating to C4D in terms of a) developing individual knowledge and competences and b) enhanced institutional capacities; and identify the factors driving or constraining effectiveness;
- Assess the extent to which and how appropriately C4D functions have been integrated into UNICEF offices and programmes ("mainstreamed"); the extent to which UNICEF has achieved adequate and consistent coverage of C4D capacity in relation to programme requirements; and the extent to which the implementation of C4D approaches has been supported or constrained by available capacities;

- Assess how relevant C4D related planning and implementation (including through use of proposed benchmarks) has been to the country/programme needs/context and beneficiary needs and demands; how far they have taken account of cross-cutting issues, notably gender equality; and identify factors driving or constraining the relevance of C4D-related planning and programming;
- Review C4D related performance monitoring, knowledge management and assess the evaluability of results (outcomes, impact) achieved through programmes using C4D interventions and the likely sustainability of those results;
- Based on evidence gathered, provide clear conclusions and recommendations for policy and management decisions to further institutionalize C4D in UNICEF and strengthen its contribution to country programme results within the context of UNICEF's overall commitment to equity.

### 3. Evaluation Scope

The evaluation will cover the period from 2010 to 2014 with greater focus on the past 3 years. It will be forward-looking (formative) in nature, i.e. suggesting avenues for sustaining gains, identifying new opportunities and addressing challenges in fully institutionalising and mainstreaming C4D in UNICEF's work at all level. The evaluation questions will be organized around the evaluation criteria of effectiveness, relevance/appropriateness, efficiency and sustainability and also address specific cross-cutting issues, giving specific attention to gender equality. The main evaluation questions are as follows:

- How coherent and appropriate is UNICEF's organisational C4D capacity development framework (2011-14)? How appropriate are specific strategies and interventions including the learning programme implemented through Ohio University and the Social Norms Course (UPenn Course)? Are they relevant to all sectors? How adequate is UNICEF's global strategy / guidance on C4D including **cross-cutting** aspects related to human rights, gender equality and equity and their integration in the sectoral strategies?
- To what extent have the results (goals and objectives) of UNICEF's organisational C4D capacity development framework been realized and what conditions / factors have led to the achievement of results in terms of capacity strengthening? How far have C4D capacity development initiatives - including the learning programme implemented through Ohio University and the Social Norms Course – been relevant, efficient and effective?
- How far has C4D been integrated into UNICEF's systems, structures and procedures at each level? Is the level of integration and coverage sufficient and consistent enough to meet programming requirements for countries in various settings including middle income countries and those in emergencies?
- How efficient are the C4D capacity development interventions by using cost effective options in design / implementation? Are there other efficiency issues (including processes involved, quality of

outputs) that compromise C4D capacity development results and their sustainability and scale up? Are there any factors – technical, institutional, financial -- that undermine the sustainability of results achieved from capacity development interventions?

- What has been the experience of implementing C4D approaches at the country level especially in countries which have invested relatively heavily in both C4D capacity development and programme components (to be assessed based on a selection of selected country case studies and focusing on 3-4 sectors that will be identified during the inception phase)? What are the pathways to effective C4D programming at the country level including those related to the principles of participation and empowerment?
- To what extent have the benchmarks for C4D implementation been applied? How sound and strong is M&E work and What conclusions can be drawn regarding the quality of C4D programming and the potential for assessing C4D intervention impact in various settings?
- What is UNICEF’s experience and what key lessons can be drawn from the use of various strategies and interventions for strengthening C4D capacity of counterparts at the national, regional, global levels?
- What conclusions, lessons and recommendations can be drawn for the future, to the extent required, (a) for better capacity development; (b) for stronger and systematic “mainstreaming” of C4D; (c) for improved implementation; (d) for stronger planning, monitoring and management of C4D activities; and (e) for conducting rigorous outcome and impact evaluations of results to which C4D interventions have contributed.

The evaluation questions will be further detailed through the consultation during the inception phase of the evaluation.

#### 4. Evaluation Approach and Methodology

##### **Conceptual framework and benchmarks:**

The evaluation scope covers an examination of the both what and how (i.e. the theory as well as the practice) aspects of C4D capacity and programming in UNICEF. Assessing the effectiveness of C4D capacity development will require looking at appropriate approaches to assessing capacity development (focusing both on process and results); UNICEF’s capability development framework; and use of relevant capacity development benchmarks. The evaluation will consider the pathways to change / results chain in C4D capacity development framework and assess the extent to which the planned results are realised. An explicit design for assessing the Ohio University learning programme and the Social Norms Course (UPenn Course) will be formulated during the inception phase which will consider the objectives of the course, process used and results achieved.

As a starting point, the evaluation will consider the framework / theory of change used for C4D capacity development in UNICEF and assess its adequacy. The evaluation will also consider other relevant frameworks and develop a broad-based conceptual framework which will be applied in assessing C4D capacity development in UNICEF<sup>61</sup>. It is envisaged that the evaluation will need to adopt a broad-based view of capacity development which considers several levels: a) the enhancement of individual/group - level skills, knowledge, competencies; b) the establishment, at each organisational level, of necessary organisational structures, processes and systems and the relevant policies, guidance, tools; c) the provision of adequate resources and resource mobilisation strategies.

The second main component of the evaluation concerns examination of mainstreaming of C4d at all levels of the organisation in various contexts and results in terms of effective programme implementation. The starting point for evaluating this component will be to consider the 6 benchmarks that have been proposed for assessing success in C4D implementation at the field level. These benchmarks will be adjusted or expanded with additional benchmarks and indicators that might be identified based on further literature review and consultation during the inception phase. Effective C4D programming will consider the use of RBM and HRBAP, and equity principles; and aspects related to integration of C4D in various programme areas and the potential for generating C4D results (outputs and potential outcomes).

The third component of the evaluation, assessment of the evaluability of C4D results and their sustainability will be based on a review of recent literature and example of relevant literature and its application to C4D. The main parts of an evaluability assessment include the conceptual thinking and programme theory of change; clarity of strategies and interventions; adequacy of the results framework; use of appropriate indicators for programme/results monitoring, and the provisions made for qualitative and quantitative data including allocation of adequate technical and financial resources.

### **Phases of the evaluation:**

- Preparation and team recruitment
- Inception phase (detailed scoping and methodology, evaluation framework/indicator development, data collection tools)
- Data collection (interviews, surveys, visits to case study countries)
- Analyses and reporting
  - Country case study reports (4-5, to be determined during the inception phase)
  - Main Evaluation Report (Main Volume with Annexes)
- Dissemination and utilization

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<sup>61</sup> For instance, a recent World Bank publication *Guide to Evaluating Capacity Development Results* makes the following proposition "Capacity development entails the purposeful use of knowledge and information to achieve capacity outcomes. These outcomes enable local agents of change to trigger or advance positive changes that contribute to the achievement of a particular development goal. Understanding the "program theory" or "program logic" underlying a capacity development intervention is a critical early step for discovering or telling a capacity development results story." (World Bank, 2012: p. 12)

## Data sources:

During the inception phase, a detailed evaluation matrix will be developed which will specify relevant indicators and data sources that will be used for gathering information at each organizational level. Data collection will occur in two stages. In the first phase data will be collected through desk reviews, interviews (at HQ and RO levels) and a brief questionnaire to UNICEF country offices to gauge the depth of C4D programming and the extent to which the CO is involved in learning and capacity development initiatives and C4D programming. This phase will be used to identify countries (4-5) which will be included for short case study field visits and countries (20-25 countries) which will be included for extensive desk review and analysis. The inception report will provide a clear justification for the countries to be sampled.

During the second phase, it is envisaged that data collection will involve the following main sources:

- a) Interviews with headquarters and regional staff and counterparts in partner agencies including the 2 universities which are involved in the C4D learning programme.
- b) An in-depth desk-review of key programme documents, a detailed questionnaire-based survey of and follow up phone interviews with selected staff of 20-25 country offices which will be sampled based on an appropriate sampling strategy which allows assessment of C4D capacity development and effective programming in various country/programme contexts.
- c) Short field visits to 4-5 countries for in-depth assessment of C4D programming and how capacity development has contributed to effective programming. The country case studies (4-5 countries) will allow an assessment of the extent to which C4D capacity development and other inputs have translated into effective C4D programming at the country level. Data collection at the field level will involve review of programme documents and annual reports, key informant interviews, focus group discussions with service providers including implementing counterparts and observation visits to selected project sites to assess the local level implementation of key C4D initiatives.
- d) In addition, a short survey based on emerging findings may be administered to test how far findings are meaningful more widely across the organization and how far they may be generalized.

The methods suggested above are indicative. In the inception report, the evaluation team will have the flexibility to suggest innovative data collection and analytical methods that can be adapted to conduct the evaluation.

## Analysis and reporting:

Data analysis and reporting will take place in 3 stages. The first stage will be the analysis of data from the desk review, interviews (HQ and ROs) and survey data and drawing relevant findings and conclusions. The second phase will involve analysis of data gathered from the case study countries and preparation of brief country-specific reports. The third phase will involve synthesis of the findings from the entire exercise including those coming from the analysis of data from 20-25 desk review countries and formulation of the main evaluation report which responds to evaluation objectives and questions.

## 5. Management Arrangements

**Evaluation Management Structure:** The evaluation will be conducted by an external evaluation team recruited by UNICEF's Evaluation Office in New York. The Evaluation Team will operate under the supervision of a dual-tiered evaluation management and oversight structure. Direct supervision is provided by a Senior Evaluation Officer at UNICEF's Evaluation Office (EO), supported by an Evaluation Specialist. The EO will be responsible for the day-to-day implementation of the evaluation and management of the evaluation budget; ensure the quality and independence of the evaluation and guarantee its alignment with UNEG Norms and Standards and Ethical Guidelines; ensure the evaluation findings and conclusions are relevant and recommendations are implementable; and contribute to the dissemination of the evaluation findings and follow-up on the management response.

The advisory organ for the evaluation is the **Evaluation Advisory Group (EAG)**, bringing together a mix of UNICEF managers and advisors as well as outside experts (TBD). The EAG will have the following role: a) contribute to the conceptualization, preparation, and design of the evaluation including providing feedback on the terms of reference, participating in the selection of countries for desk review, and providing feedback and comments on the inception report. b) provide comments and substantive feedback to ensure the quality – from a technical point of view - of the draft and final evaluation reports; c) assist in identifying UNICEF staff and external stakeholders to be consulted during the evaluation process; d) participate in review meetings organised by the EO and with the evaluation team as required; e) play a key role in learning and knowledge sharing from the evaluation results, contributing to disseminating the findings of the evaluation and follow-up on the implementation of the management response.

### Evaluation Team

The evaluation will be conducted by engaging a committed and well-qualified team which possesses evaluation as well C4D subject matter expertise and related competencies required for a global evaluation. It is envisaged that the team will have the following profile:

One (1) senior-level **Team Leader** (P5 Level) who has the following qualifications:

- A strong team leadership and management track record, as well as interpersonal and communication skills to help ensure that the evaluation is understood and used;
- Extensive evaluation expertise (at least 12 years) with strong mixed-methods evaluation skills and flexibility in using non-traditional and innovative evaluation methods;
- A strong commitment to delivering timely and high-quality results, i.e. credible evaluations that are used;
- Extensive technical and practical development expertise, and familiarity with UNICEF's country-level operations;
- In-depth knowledge of the UN's human rights, gender equality and equity agendas;
- Solid understanding of communication for development as a practice area;
- Specific evaluation experience in the communication for development area is strongly desired, but is secondary to a strong mixed-method evaluation background so long as the C4D expertise of the team members (see below) is harnessed to boost the team's collective understanding of issues relating to development communication;
- Commitment and willingness to work in challenging environments and independently, with limited regular supervision;
- Good communication, advocacy and people skills; ability to communicate with various stakeholders and to express concisely and clearly ideas and concepts in written and oral form;
- Language proficiency: Fluency in English is mandatory; good command of French and/or Spanish.

The Team Leader will be responsible for undertaking the evaluation from start to finish and for effectively managing the evaluation team, for the bulk of data collection and analysis, as well as report drafting in English.

One (1) **Evaluation Expert** (P4 Level) with the following credentials:

- Significant experience in evaluation, applied research or M&E with exposure to communication for development programmes (at least 8 years relevant experience) and/or to evaluation of capacity development initiatives.
- Hands-on experience in collecting and analyzing quantitative and qualitative data;
- Familiarity with UNICEF's programming and advocacy work (would be an asset);
- Commitment and willingness to work in a challenging environment and ability to produce quality work under limited guidance and supervision;
- Good communication, advocacy and people skills; ability to communicate with various stakeholders and to express ideas and concepts concisely and clearly in written and oral form;
- Language proficiency: Fluency in English is mandatory; good command of French and/or Spanish is desirable.

The evaluation expert will play a major role in data collection and analysis, and will make significant contributions to report writing.

Two (2) **Analysts** (P1/2 Level, part-time involvement) who have the following qualifications:

- **Research Analyst:** At least 3 years of progressively responsible experience in both qualitative and quantitative data analysis methods;
- Experience in supporting senior evaluator in ensuring use of consistent interview protocols,

templates for recording and reporting on interviews, standard case study report formats and a comparative table of findings;

- Familiarity with communication for development.
- **Data & Systems Analyst:** At least 3 years of progressively responsible experience in IT systems and data management;
- Expertise in handling collaborate teamwork software, in database management and knowledge management for evaluation;
- Commitment and willingness to handle back-office support, assisting the team with logistics and other administrative matters, is also expected.

The team on the whole is expected to be balanced with respect to gender, origin (developed/developing countries) and linguistic capacity (English/French/Spanish must be covered). The evaluation team should demonstrate a firm grasp of the ethical issues associated with working with children and of the recognition that the safety and welfare of rights-holders is paramount.

## **Deliverables**

The evaluation is expected to be completed between July 2015 and June 2016.

The main deliverables include the following:

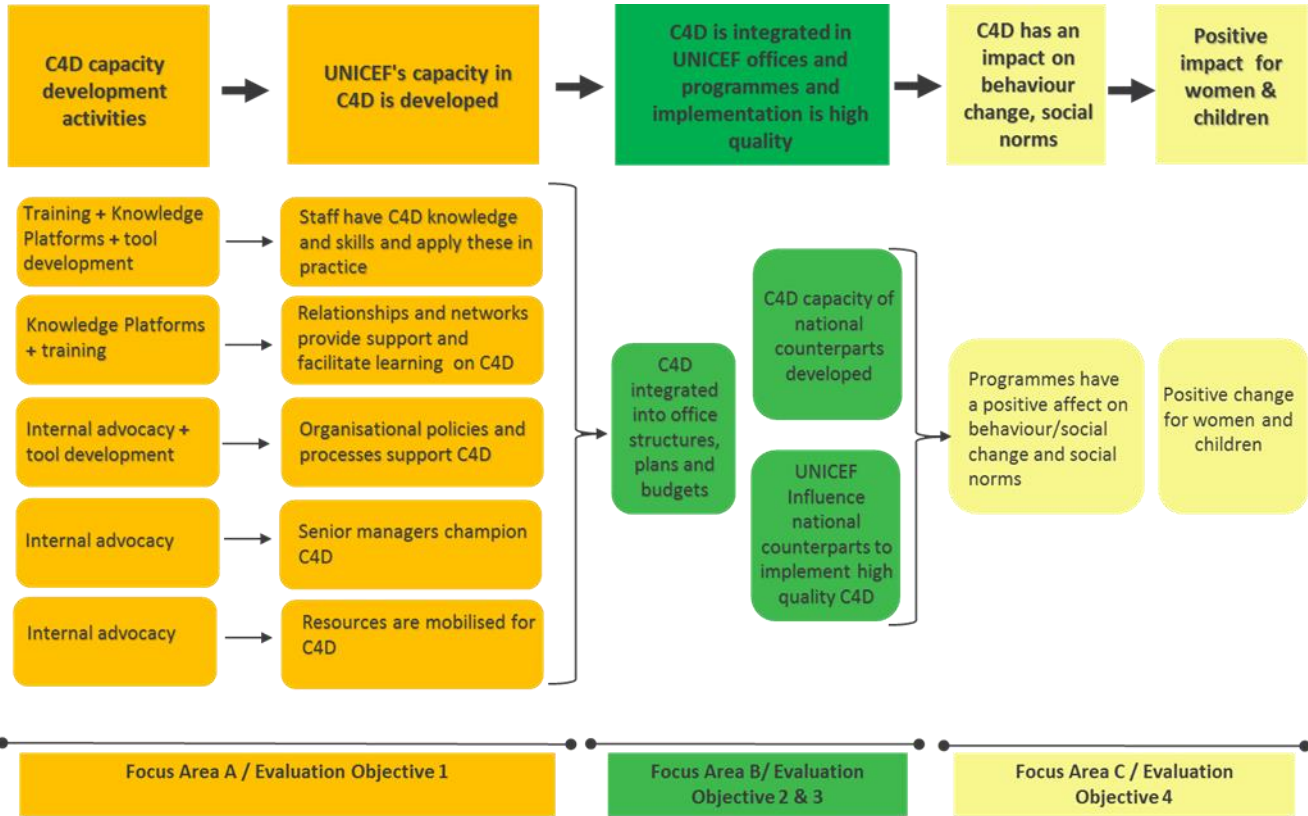
- An inception report (20-30 pages plus annexes);
- Country case study reports on effective C4D programming (4-5 reports; 20-25 pages each);
- An evaluation report (60-70 pages plus annexes) including an Executive Summary (5 pages);
- An evaluation brief on key findings, conclusions and recommendations (4 pages) for broad distribution;
- A PPT presentation of key findings, conclusions and recommendations.

## **6. Timeframe**

Date	Milestone
Jan-February 2015	Finalization of TOR; Issuance of call for Expressions of interest
April 2015	Issuance of Request for Proposals to selected firms
July 2015	Recruitment of evaluation team
August/September 2015	Inception phase; Report finalized by early October
October – January 2016	Data collection and analysis <ul style="list-style-type: none"> <li>- Review of C4D training and learning programmes, as well as strategies and systems</li> <li>- Desk review</li> </ul>

Date	Milestone
	- Short country case studies
February – April 2016	Drafting of the evaluation report
May/June 2016	Draft review and revision
End June 2016	Final report submission

# Annex 4 – UNICEF’s theory of change for C4D capacity and action



## Annex 5 – Evaluation matrix

Evaluation questions and sub-questions	Indicators	Data sources	Data collection and analysis methods
<b>Focus area A. CAPACITY DEVELOPMENT</b>			
<b>EQ 1. How coherent and appropriate is UNICEF's organisational C4D capacity development framework?<sup>62</sup></b>			
<b>1.1 How well does the CD framework respond to UNICEF's C4D capacity needs?</b>	<ul style="list-style-type: none"> <li>Alignment between CD framework and outcomes of the 2006 and 2008 capacity needs assessments</li> </ul>	<ul style="list-style-type: none"> <li>CD Framework; 2006 and 2008 capacity needs assessments</li> <li>Stakeholders at <b>HQ</b>: C4D Section, OLDS</li> </ul>	<ul style="list-style-type: none"> <li>Document review</li> <li>Key informant Interviews (KIIs)</li> </ul>
<b>1.2 To what extent does the CD framework provide a clear vision and strategic direction to C4D capacity development efforts?</b>	<ul style="list-style-type: none"> <li>CD framework underpinned by clear theory of change</li> <li>CD framework includes clear and measurable goals and objectives</li> <li>Components of CD framework aligned and support each other</li> </ul>	<ul style="list-style-type: none"> <li>CD Framework</li> <li>Stakeholders at <b>HQ</b>: C4D Section, OLDS</li> <li>Stakeholders at <b>RO</b>: regional C4D advisors</li> <li>Stakeholders at <b>CO</b>: C4D staff</li> </ul>	<ul style="list-style-type: none"> <li>Document review</li> <li>KIIs</li> </ul>
<b>1.3 To what extent has the CD framework evolved in response to changing needs / demands and learning?</b>	<ul style="list-style-type: none"> <li>Revision of CD Framework in response to internal and external needs/demands</li> <li>Revision of CD Framework in response to learning</li> </ul>	<ul style="list-style-type: none"> <li>CD Framework; C4D strengthening initiative; C4D Vision and Policy 2014-17</li> <li>Stakeholders at <b>HQ</b>: C4D Section, OLDS</li> <li>Stakeholders at <b>RO</b>: regional C4D advisors</li> </ul>	<ul style="list-style-type: none"> <li>Document review</li> <li>KIIs</li> </ul>
<b>EQ 2. How effective has UNICEF's technical guidance<sup>63</sup> on C4D been in providing support and direction to those involved in C4D programming? How effectively does it integrate cross-cutting issues such as human rights, gender equality and equity?</b>			
<b>2.1 To what extent does the technical guidance provide a comprehensive package of support on C4D?</b>	<ul style="list-style-type: none"> <li>Number, sector, geography of C4D technical guidance produced</li> <li>Evidence of gaps in coverage (sector, issue, geography etc)</li> </ul>	<ul style="list-style-type: none"> <li>Technical guidance reports / document</li> <li>Stakeholders at <b>RO</b>: regional C4D advisors</li> <li>Stakeholders at <b>CO</b>: C4D advisors, technical advisors</li> </ul>	<ul style="list-style-type: none"> <li>Document review</li> <li>KIIs</li> <li>Survey C4D staff</li> </ul>

<sup>62</sup> UNICEF does not have a single strategy or framework for C4D capacity development, however the Terms of Reference highlight the following documents as key: UNICEF C4D Strategic Framework 2008-2011; UNICEF C4D Capability Development Framework (CDF); Position Paper on C4D. During the inception phase it was confirmed with the C4D Section that these constitute the C4D capacity development framework

<sup>63</sup> The definition of Technical Guidance used in the evaluation is: written documentation such as: toolkits, guides, and manuals.

		involved in programmes with C4D components	
<b>2.2 To what extent is the guidance used and has it contributed to changes in practice? Why / Why not?</b>	<ul style="list-style-type: none"> <li>Evidence that technical guidance being read/used</li> <li>Evidence of technical guidance contributing to improved knowledge and skills</li> <li>Evidence that technical guidance contributing to changes in practice</li> <li>Barriers and enablers of use and changes to practice</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholders at <b>RO</b>: regional C4D advisors</li> <li>Stakeholders at <b>CO</b>: C4D advisors, technical advisors involved in programmes with C4D components</li> </ul>	<ul style="list-style-type: none"> <li>KIIs</li> <li>Survey of C4D staff</li> </ul>
<b>2.3 Has the guidance been integrated with other capacity development initiatives such as training?</b>	<ul style="list-style-type: none"> <li>Extent to which technical guidance referenced in material from other capacity development interventions</li> </ul>	<ul style="list-style-type: none"> <li>Technical guidance reports / document; material from other CD initiatives</li> <li>Stakeholders at <b>HQ</b>: C4D Section, OLDS</li> <li><b>External</b> stakeholders: Designers of CD initiatives</li> <li>Stakeholders at <b>RO</b>: Regional C4D advisors</li> <li>Stakeholders at <b>CO</b>: C4D advisors</li> </ul>	<ul style="list-style-type: none"> <li>Document review (using checklist)</li> <li>KIIs</li> </ul>
<b>2.4 How effectively does the technical guidance integrate cross-cutting issues such as human rights, gender equality and equity?</b>	<ul style="list-style-type: none"> <li>Level of integration of human rights in technical guidance documents</li> <li>Level of integration of gender equality in technical guidance documents</li> <li>Level of integration of participatory approaches into technical documentation</li> <li>Level of integration of approaches to towards the inclusion of people with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>Technical guidance reports / documents</li> </ul>	<ul style="list-style-type: none"> <li>Document review using template for assessing integration of cross-cutting issues</li> </ul>

**EQ 3. To what extent have the overall results (goals and objectives) of UNICEF’s organisational C4D capacity development framework been realized?<sup>64</sup> What factors have supported / hindered the achievement of results in terms of capacity strengthening?**

<sup>64</sup> There is no formal overall goals and objectives for UNICEF’s organisational capacity development framework. The evaluation team therefore extracted the outcomes from the C4D Strategic and Plan for Action 2008-2012 that are capacity development focused, and has assumed these are the best representation of what the goals and objectives of UNICEF’s C4D capacity development efforts were. This

<p><b>3.1 To what extent have staff at regional and country levels improved their knowledge and skills to design and implement C4D programmes, and to what extent do they put these into practice? What have been the enablers / barriers to this?</b></p>	<ul style="list-style-type: none"> <li>Improvement in knowledge and skills to design and implement C4D programmes</li> <li>Evidence of skills being put into practice</li> <li>Barriers / enablers of improvements in knowledge, skills and practice</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholders at <b>RO</b>: Regional C4D advisor / focal point, past participants of C4D CD initiatives</li> <li>Stakeholders at <b>CO</b>: Section Chiefs, C4D advisors/focal points, technical leads/specialists, Deputy Country Representative, communication specialists, facilitators / trainers of C4D CD initiative</li> </ul>	<ul style="list-style-type: none"> <li>Kills</li> <li>Survey of C4D staff</li> </ul>
<p><b>3.2 To what extent have networks and relationships between staff at global, regional and country level and external experts / partners been established that provide support / facilitate the sharing of learning on C4D? What have been the enablers / barriers to this?</b></p>	<ul style="list-style-type: none"> <li>Accountabilities and responsibilities across different levels established and understood</li> <li>Oversight, support and learning taking place between HQ, RO and CO</li> <li>Strength, diversity and effectiveness of relationships with external experts / partners at HQ, RO and CO levels</li> <li>Barriers / enablers of support and learning between levels</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholders at <b>HQ</b>: C4D Section, Sector sections</li> <li>Stakeholders at <b>RO</b>: Regional C4D advisor / focal points,</li> <li>Stakeholders at <b>CO</b>: C4D advisors/focal points, national partners</li> </ul>	<ul style="list-style-type: none"> <li>Kills</li> <li>Survey of C4D staff</li> </ul>
<p><b>3.3 To what extent do core organisational policies and processes at the global level support the integration of C4D in programmes?</b></p>	<ul style="list-style-type: none"> <li>Level of integration of C4D in core UNICEF policies and processes (eg MORES, guidance on SitAnalysis, guidance on CPDs, UNDAF etc)</li> </ul>	<ul style="list-style-type: none"> <li>Core policies and process associated with planning and reporting including: PPPM, MORES, CPD templates and guidance etc.</li> <li>Stakeholders at <b>HQ</b>: C4D Section, Field Results Group, Data, Research and Policy Division</li> <li>Stakeholders at <b>RO</b>: Regional C4D advisor / focal Points,</li> <li>Stakeholder at <b>CO</b>: Section Chiefs, C4D advisors/focal points, Deputy Representatives</li> </ul>	<ul style="list-style-type: none"> <li>Document Review</li> <li>Kills</li> </ul>
<p><b>3.4 To what extent have C4D champions been created among senior managers at</b></p>	<ul style="list-style-type: none"> <li>Senior managers see value of C4D</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholders at <b>HQ</b>: Division Directors, Associate Directors</li> </ul>	<ul style="list-style-type: none"> <li>Kills</li> <li>Survey of C4D staff</li> </ul>

understanding was discussed and validated with staff from the C4D Section and the EAG. The evaluation team have identified five overarching objectives. These are represented as sub-evaluation questions in the evaluation matrix. They are also reflected in the theory of change as the five outcomes under capacity development.

<p><b>the global, regional and country level?</b></p>	<ul style="list-style-type: none"> <li>• Senior managers publicly communicate support for C4D</li> <li>• Senior managers allocate resources to C4D</li> </ul>	<ul style="list-style-type: none"> <li>• Stakeholder at <b>RO</b>: Regional and Deputy Regional Director, Regional C4D advisor / focal point, Chief of Communications</li> <li>• Stakeholder at <b>CO</b>: Country and Deputy Country Representative, Section Chiefs, C4D advisors/focal points, technical leads/specialists, Directors of communications, communication specialists</li> </ul>
<p><b>EQ 4. To what extent were the C4D capacity development initiatives<sup>65</sup> relevant?</b></p>		
<p><i>For each capacity development initiative:</i></p>		
<p><b>To what extent did the initiative respond to a defined need and demand?</b></p>	<ul style="list-style-type: none"> <li>• Learning objectives of the initiative responded to a clear need within UNICEF</li> <li>• Initiative relevant to participant's contexts</li> <li>• Initiative has sufficient focus on practical application</li> </ul>	<ul style="list-style-type: none"> <li>• Course planning documents eg needs assessment, concept notes, programme structure</li> <li>• Stakeholders at <b>HQ</b>: C4D Section, Human resources /OLDS,</li> <li>• <b>External</b> stakeholders: Facilitators/trainers on C4D CD courses; managers of C4D CD initiatives</li> <li>• Stakeholders at <b>RO</b>: Regional C4D advisor / focal point, Past participants of C4D capacity development</li> <li>• <b>Stakeholders at CO</b>: C4D advisors/focal points, Past Participants of C4D capacity development</li> </ul>
<p><b>Did the initiative engage the right people?</b></p>	<ul style="list-style-type: none"> <li>• Clear set of criteria for participant selection</li> <li>• Alignment of past participants with selection criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Entry criteria and participants lists</li> <li>• Stakeholders at <b>HQ</b>: C4D Section, Sector sections, Human resources /OLDS, Facilitators/trainers on C4D capacity development courses</li> <li>• Stakeholders at <b>RO</b>: Regional C4D advisor / focal point, Past Participants of C4D capacity development</li> <li>• Stakeholders at <b>CO</b>: C4D advisors/focal points, Past Participants of C4D capacity development</li> </ul>

<sup>65</sup> The core C4D capacity development interventions include: the UNICEF-Ohio University Learning Programme on C4D, University of Pennsylvania course on Social Norms, 3-5 in-country and on-the job learning workshops, C4D webinar series and C4D knowledge platforms and web-based resources.

<p><b>Was the structure of the initiative and the methods and approaches used appropriate to the audience and their learning needs?</b></p>	<ul style="list-style-type: none"> <li>• Learning methods aligned with learning needs</li> <li>• Mix of learning methods used to accommodate different learning styles and to support practical application</li> </ul>	<ul style="list-style-type: none"> <li>• Capacity Development Course Material</li> <li>• Stakeholders at <b>HQ</b>: C4D Section, Sector sections, Human resources /OLDS, Facilitators/trainers/manager of C4D CD courses</li> <li>• Stakeholders at <b>RO</b>: Regional C4D advisor / focal point, Chief of Communications; Past Participants of C4D CD initiative</li> <li>• Stakeholders at <b>CO</b>: C4D advisors/focal points, Past Participants of C4D CD initiative</li> </ul>	<ul style="list-style-type: none"> <li>• Document review</li> <li>• KIIs</li> </ul>
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**EQ 5. To what extent have the C4D capacity development initiatives been effective?**

*For Ohio and Upenn courses, in-country workshops and webinars:*

<p><b>To what extent have the CD initiatives led to new knowledge and skills being acquired?</b></p>	<ul style="list-style-type: none"> <li>• Change in level of knowledge and skills between 2010 and 2015</li> <li>• Contribution of CD initiatives to change in skills and knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Post-CD course / workshop evaluations</li> <li>• Stakeholders at <b>HQ</b>: C4D Section, Human resources /OLDS</li> <li>• Stakeholders at <b>RO</b>: Regional C4D advisor / focal point, Chief of Communications; Past Participants of C4D capacity development</li> <li>• Stakeholders at <b>CO</b>: C4D advisors/focal points, Past Participants of C4D capacity development</li> </ul>	<ul style="list-style-type: none"> <li>• Document review</li> <li>• KIIs</li> <li>• Survey of C4D staff</li> </ul>
<p><b>To what extent has the CD initiatives led to new knowledge and skills being applied? What factors have supported or hindered successful application?</b></p>	<ul style="list-style-type: none"> <li>• Change in level of practical application of C4D knowledge and skills between 2010 and 2015</li> <li>• Contribution of CD initiatives to change in skills and knowledge</li> <li>• Barriers / enablers to practical application</li> </ul>	<ul style="list-style-type: none"> <li>• Stakeholders at <b>RO</b>: Regional C4D advisor / focal point, Past Participants of C4D capacity development</li> <li>• Stakeholders at <b>CO</b>: C4D advisors/focal points, Past Participants of C4D CD initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Survey to C4D staff</li> <li>• KIIs</li> </ul>
<p><b>In what ways has the CD initiatives influenced the quality of C4D delivery? What factors have supported or hindered this?</b></p>	<ul style="list-style-type: none"> <li>• Perception of improved capacity influencing the quality of different C4D strategies (BCC, Social mobilisation, Social change communication,</li> </ul>	<ul style="list-style-type: none"> <li>• Stakeholders at <b>CO</b>: Country and Deputy Country Representative, Section Chiefs, C4D advisors/focal points, technical leads/specialists, Directors of communications, communication specialists,</li> </ul>	<ul style="list-style-type: none"> <li>• KIIs</li> </ul>

	<p>advocacy) and sectors (health, nutrition etc.)</p> <ul style="list-style-type: none"> <li>Barriers / enablers to improved capacity contributing to better quality C4D strategies</li> </ul>	<p>facilitators / trainers on C4D capacity development course, National partners</p>	
<b>For the International knowledge Management (C4D facebook page, C4D intranet site, Network meetings, Newsletter :</b>			
<b>To what extent are the knowledge platforms used?</b>	<ul style="list-style-type: none"> <li>Web hits and downloads from facebook page and intranet site</li> <li>Attendees at Networks meetings</li> <li>Subscribers to Newsletter</li> <li>Perceived value of the platforms for knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring data from platforms</li> <li>Stakeholders at <b>RO</b>: C4D advisors/focal points, technical leads specialists</li> <li>Stakeholders in <b>CO</b>: C4d advisors/focal points, technical leads specialists</li> </ul>	<ul style="list-style-type: none"> <li>Document review</li> <li>KIIs</li> <li>Survey of C4D staff</li> </ul>
<b>To what extent have the knowledge platforms helped create an internal community of practice between C4D practioners?</b>	<ul style="list-style-type: none"> <li>Extent of new relationships formed as a result of attending networking events</li> <li>Subsequent use of networks to provide support on C4D</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholders at <b>RO</b>: C4D advisors/focal points, technical leads specialists</li> <li>Stakeholders in <b>CO</b>: C4d advisors/focal points, technical leads specialists</li> </ul>	<ul style="list-style-type: none"> <li>Survey of C4D staff</li> <li>KIIs</li> </ul>
<b>EQ 6. To what extent were concerns for economy and efficiency part of the design and implementation of the C4D capacity development interventions?</b>			
<b>Were issues of economy and efficiency considered as part of the design process?</b>	<ul style="list-style-type: none"> <li>Consideration given to different implementation strategies and their relative costs as part of the design process of CD initiatives</li> <li>Reach, quality and cost considered and effectively balanced as part of design of the CD initiatives</li> </ul>	<ul style="list-style-type: none"> <li>Design Documents, concept notes, proposals</li> <li>Stakeholders at <b>HQ</b>: Designers of the CD initiative</li> <li><b>External</b> stakeholders: Designers of CD initiative</li> </ul>	<ul style="list-style-type: none"> <li>Document review</li> <li>KIIs at HQ and externals</li> </ul>
<b>Were economy and efficiency managed as part of the implementation process?</b>	<ul style="list-style-type: none"> <li>Synergies identified with other CD initiatives which reduce could costs</li> <li>Cost driver identified and actively managed during implementation</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholders at <b>HQ</b>: C4D Section, Human resources /OLDS</li> <li>Stakeholders at <b>CO</b>: Section Chiefs, C4D advisors/focal points, technical leads/specialists, Directors of communications, communication specialists</li> </ul>	<ul style="list-style-type: none"> <li>KIIs at HQ, and CO</li> </ul>
<b>Are there economy or efficiency issues that have /</b>	<ul style="list-style-type: none"> <li>Balance between cost, reach and</li> </ul>	<ul style="list-style-type: none"> <li>Budgets, Data on reach, data in effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Document review</li> <li>KIIs</li> </ul>

<p>could compromise sustainability and scale up of the CD initiatives?</p>	<p>learning quality of CD initiatives</p>	<ul style="list-style-type: none"> <li>Stakeholders at <b>HQ</b>: C4D Section, Human resources /OLDS</li> <li><b>External</b> stakeholders: Designers/managers of the CD initiative</li> </ul>
<p><b>EQ 7. What is UNICEF’s experience and what key lessons can be drawn from C4D capacity development initiatives of counterparts at the national, regional, global levels?</b></p>		
<p>What are the different strategies that have been used to strengthen C4D capacity among counterparts at the country level?</p>	<ul style="list-style-type: none"> <li>Strategies used to strengthen C4D capacity among counterparts at CO level, grouped by type, sector and country</li> </ul>	<ul style="list-style-type: none"> <li>CD course material / agendas; participants lists etc</li> <li>Stakeholders at <b>CO</b>: C4D advisors/focal points, technical leads, national partners</li> <li>Document review</li> <li>KIIs</li> </ul>
<p>What has been the experience of using these different strategies?</p>	<ul style="list-style-type: none"> <li>Positive experience of COs strengthening counterparts C4D capacity and reasons why</li> <li>Challenges experienced by COs in strengthening counterparts C4D capacity and reasons why</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholders at <b>CO</b>: C4D advisors/focal points, technical leads, national partners</li> <li>KIIs</li> </ul>
<p><b>EQ 8. What are the factors that could undermine the sustainability of the results that have been achieved from the capacity development interventions?</b></p>		
<p><i>No sub-question required</i></p>	<ul style="list-style-type: none"> <li>Technical factors undermining C4D gains</li> <li>Organisational factors undermining the sustainability of C4D capacity</li> <li>Financial factor undermining the sustainability of C4D capacity</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholders at <b>HQ</b>: C4D Section</li> <li>Stakeholders at <b>RO</b>: Regional C4D advisor / focal point</li> <li>Stakeholders at <b>CO</b>: C4D advisors/focal points, technical leads</li> <li>KIIs</li> </ul>
<p><b>Focus area B. INTEGRATION</b></p>		
<p><b>EQ 9. How far has C4D been integrated into office structures, strategies, plans and resourcing at global, regional and country level?</b></p>		
<p><i>Global</i></p>		
<p>How integrated is C4D into the 2014-17 MTSP and associated reporting?</p>	<ul style="list-style-type: none"> <li>Level of integration of C4D in 2014-17 MTSP</li> <li>Level of reporting on C4D in Annual Report</li> </ul>	<ul style="list-style-type: none"> <li>2014-17 MTSP; Annual Report of the Executive Director 2014 &amp; 2015</li> <li>Stakeholders at <b>HQ</b>: Data, Research and Policy Division and C4D Section</li> <li>Document review using Integration Assessment Framework</li> <li>KIIs</li> </ul>

	of the Executive Director		
<b>How has this changed since the last MTSP (2008-13) and what are the implications of these changes?</b>	<ul style="list-style-type: none"> <li>• Level of integration of C4D in 2008-13 MTSP</li> <li>• Level of reporting on C4D in Annual Report of the Executive Director</li> <li>• Change in level of integration and reporting between two MTSP periods</li> <li>• Reported implication of changes</li> </ul>	<ul style="list-style-type: none"> <li>• 2014-17 MTSP and 2008-13 MTSP; Annual Report of the Executive Director 2014 - 2015 and 2008 – 2013.</li> <li>• Stakeholders at <b>HQ</b>: Stakeholders from Data, Research and Policy Division and C4D Section</li> <li>• Stakeholders at <b>RO</b>: regional C4D advisors</li> <li>• Stakeholders at <b>RO</b>: Deputy Representative</li> </ul>	<ul style="list-style-type: none"> <li>• Document review using Integration Assessment Framework</li> <li>• KIIs</li> </ul>
<b>How has the integration of C4D into sector planning and reporting changed between 2010-15?</b>	<ul style="list-style-type: none"> <li>• Change in the level of integration of C4D in sector strategies between 2010-2015</li> <li>• Quality of the reporting on C4D</li> </ul>	<ul style="list-style-type: none"> <li>• Sectoral strategies, Annual Plans and reports</li> <li>• Stakeholders at <b>HQ</b>: C4D Section, Data Research and Policy Division</li> </ul>	<ul style="list-style-type: none"> <li>• Document Review using Integration Assessment Framework</li> <li>• KIIs</li> </ul>
<b>How have staffing arrangements for C4D staff at the global level changed between 2010-15?</b>	<ul style="list-style-type: none"> <li>• Change in the number and level of C4D staff at HQ level between 2010-2015 (disaggregated by Section)</li> </ul>	<ul style="list-style-type: none"> <li>• Data on staffing level (numbers and levels)</li> <li>• Stakeholders at <b>HQ</b>: C4D Section, technical leads</li> </ul>	<ul style="list-style-type: none"> <li>• Document Review using Integration Assessment Framework</li> <li>• KII</li> </ul>
<b>How has funding for C4D changed at HQ level between 2010-15?</b>	<ul style="list-style-type: none"> <li>• Changes in the level of C4D funding between 2010-15</li> </ul>	<ul style="list-style-type: none"> <li>• Resourcing plans, budgets</li> <li>• Stakeholders at <b>HQ</b>: C4D section</li> </ul>	<ul style="list-style-type: none"> <li>• Document review using Integration Assessment Framework</li> <li>• KII</li> </ul>
<b>Regional</b>			
<b>How has the integration of C4D into regional offices planning and reporting changed between 2010-15?</b>	<ul style="list-style-type: none"> <li>• Existence of strategy and / or plan</li> <li>• Quality of strategy and/or plan</li> <li>• Budget exists to support implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Regional C4D strategies / plans</li> <li>• Stakeholders at <b>RO</b>: C4D advisors</li> </ul>	<ul style="list-style-type: none"> <li>• Document Review using Integration Assessment Framework</li> <li>• KIIs</li> </ul>

	of the strategy / plan		
<b>How have staffing arrangements for C4D staff at the regional level changed between 2010-15?</b>	<ul style="list-style-type: none"> <li>Changes in the number and level of C4D staff across regional offices between 2010-15</li> </ul>	<ul style="list-style-type: none"> <li>Data on staffing level (numbers and levels)</li> </ul>	<ul style="list-style-type: none"> <li>Document review using Integration Assessment Framework</li> </ul>
<b>Country</b>			
<b>To what extent is C4D integrated into the Situational Analysis, CPDs, and results frameworks at country level?</b>	<ul style="list-style-type: none"> <li>Level of integration of C4D in Situational Analysis</li> <li>Level of integration of C4D in CPD</li> <li>Level of integration of C4D in Results Frameworks</li> </ul>	<ul style="list-style-type: none"> <li>Situational Analysis; CPD, Results Framework</li> <li>Stakeholders at <b>CQ</b>: C4D staff, Deputy Representative</li> </ul>	<ul style="list-style-type: none"> <li>Document review using Integration Assessment Framework</li> <li>Kills</li> </ul>
<b>Are C4D strategies resourced?</b>	<ul style="list-style-type: none"> <li>Resourcing exists to support planned C4D strategies</li> </ul>	<ul style="list-style-type: none"> <li>Resource plans, budgets</li> <li>Stakeholders at <b>CO</b>: Section Chiefs, Deputy Representative, C4D advisors/focal points,</li> </ul>	<ul style="list-style-type: none"> <li>Document review using Integration Assessment Framework</li> <li>Kills</li> </ul>
<b>To what extent is C4D reported on through Annual Reviews, Mid-Term Evaluations and Final Report?</b>	<ul style="list-style-type: none"> <li>Level of integration of C4D in reporting</li> </ul>	<ul style="list-style-type: none"> <li>Annual Reviews, Mid-Term evaluation and final reports</li> <li>Stakeholders at <b>CO</b>: Section Chiefs, Deputy Representative, C4D advisors/focal points,</li> </ul>	<ul style="list-style-type: none"> <li>Document review using Integration Assessment Framework</li> <li>Kills</li> </ul>
<b>How is the C4D function set up / managed and resourced at country level?</b>	<ul style="list-style-type: none"> <li>Structural configurations at country level</li> <li>Changes in staffing between 2010-15</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholders at <b>CO</b>: Country and Deputy Country Representative, Section Chiefs C4D advisors/focal points, Directors of communications, communication specialists,</li> </ul>	<ul style="list-style-type: none"> <li>Kills</li> </ul>
<b>EQ 10. Is the level of integration and coverage sufficient and consistent enough to meet programming requirements for different types of countries?</b>			
<b>Global</b>			
<b>Does the C4D section have sufficient resources to setting standards, building partnerships, quality assure and provide capacity development?</b>	<ul style="list-style-type: none"> <li>Comparison between current capacity and formal roles and responsibilities on C4D</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholders at <b>HQ</b>: C4D Section, Sector sections, Human resources /OLDS, technical leads</li> </ul>	<ul style="list-style-type: none"> <li>Kills</li> </ul>

	<ul style="list-style-type: none"> <li>• Comparison between current capacity and demand/need for services</li> </ul>		
<b>Regional</b>			
<p><b>Is the level of investment that has been made at the regional level sufficient to meet the needs and demands on C4D from COs within the region? What are the enablers / barriers to integration of C4D in the RO?</b></p>	<ul style="list-style-type: none"> <li>• Comparison between current capacity and formal roles and responsibilities on C4D</li> <li>• Comparison between current capacity and demand/need for services</li> <li>• Enablers/barriers to integration</li> </ul>	<ul style="list-style-type: none"> <li>• Stakeholders at <b>RO</b>: Regional and Deputy Regional Director, Regional C4D advisor / focal point, Chief of Communications; communication specialists</li> </ul>	<ul style="list-style-type: none"> <li>• KIIs</li> </ul>
<b>Country</b>			
<p><b>Given current levels of integration, is the C4D function at country office level able to provide support in the design, implementation, monitoring and evaluation of C4D strategies? What are the enablers / barriers to integration of C4D in the CO?</b></p>	<ul style="list-style-type: none"> <li>• Comparison between current capacity and formal roles and responsibilities on C4D</li> <li>• Comparison between current capacity and demand/need for services</li> <li>• Enablers/barriers to integration</li> </ul>	<ul style="list-style-type: none"> <li>• Stakeholders at <b>CO</b>: Country and Deputy Country Representative, Section Chiefs C4D advisors/focal points, Directors of communications, communication specialists</li> </ul>	<ul style="list-style-type: none"> <li>• KIIs</li> </ul>
<p><b>EQ 11. What has been the experience of implementing C4D approaches at the country level especially in countries which have invested relatively heavily in both C4D capacity development and C4D programming?</b></p>			
<p><b>In those countries that have invested heavily in C4D, what has worked and what has not? Why?</b></p>	No indicator needed	<ul style="list-style-type: none"> <li>• Stakeholders at <b>CO</b>: Country and Deputy Country Representative, Section Chiefs C4D advisors/focal points, Directors of communications, communication specialists</li> <li>• Stakeholders at <b>RO</b>: C4D advisor</li> </ul>	<ul style="list-style-type: none"> <li>• KIIs</li> </ul>
<p><b>In what ways has investment in C4D capacity development influenced C4D implementation?</b></p>	No indicators needed	<ul style="list-style-type: none"> <li>• Stakeholders at <b>CO</b>: Country and Deputy Country Representative, Section Chiefs C4D advisors/focal points, Directors of</li> </ul>	<ul style="list-style-type: none"> <li>• KIIs</li> </ul>

		communications, communication specialists	
		<ul style="list-style-type: none"> <li>Stakeholders at <b>RO</b>: C4D advisor</li> </ul>	
<b>EQ 12. To what extent have the benchmarks for C4D implementation been applied?</b>			
<b>Are there any common strengths and weaknesses in the implementation of benchmarks?</b>	<ul style="list-style-type: none"> <li>Utility of the benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>Planning, Monitoring and Reporting, and evaluation documentation, Minutes from meetings, Agenda's from meetings etc.</li> <li>Stakeholder at <b>CO</b>: Country and Deputy Country Representative, Section Chiefs C4D advisors/focal points, Directors of communications, communication specialists</li> </ul>	<ul style="list-style-type: none"> <li>Document review using Benchmark Assessment Framework</li> <li>KIIs</li> </ul>
<b>What are the factors which help explain implementation (or not) of the benchmarks?</b>	<ul style="list-style-type: none"> <li>Enabling factors for the implementation of the benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholders at <b>CO</b>: C Country and Deputy Country Representative, Section Chiefs C4D advisors/focal points, Directors of communications, communication specialists</li> </ul>	<ul style="list-style-type: none"> <li>Document review using Benchmark Assessment Framework</li> <li>KIIs</li> </ul>
<b>Based on the benchmarks, what conclusions can be drawn on the quality of C4D programming at country level?</b>	<ul style="list-style-type: none"> <li>Evidence of quality C4D programming based on observations using the benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholders at <b>CO</b> Country and Deputy Country Representative, Section Chiefs C4D advisors/focal points, Directors of communications, communication specialists</li> </ul>	<ul style="list-style-type: none"> <li>Document review using Benchmark Assessment Framework</li> <li>KIIs</li> </ul>
<b>Focus area C. EVALUABILITY</b>			
<b>EQ13. What is the potential for assessing C4D interventions impact in various settings in the future?</b>			
<i>For a sample of C4D interventions from across different contexts:</i>			
<b>Is it possible in principle to evaluate the contribution of C4D to the impact of the intervention?</b>	<ul style="list-style-type: none"> <li>Underlying logic (theory of change) of the programme clear</li> <li>Behaviour changes, shifts in social norms, social mobilisation and/or advocacy clearly articulated in the programme logic</li> <li>Causal logic clear on how the C4D intervention contributes to behaviour change / social norms outcomes clear</li> </ul>	<ul style="list-style-type: none"> <li>Design, monitoring and reporting, and evaluation documentation of an intervention</li> <li>Stakeholders at <b>CO</b>: C4D advisors/focal points, technical leads/specialists, national partners</li> </ul>	<ul style="list-style-type: none"> <li>Document review using Evaluability Assessment Framework</li> <li>KIIs</li> </ul>

**Is it possible in practice to evaluate the contribution of C4D to the impact of the intervention?**

- Specific data collected on the C4D activities and the behaviour changes and/or social norms that the programme aims to affect
- Data is robust and credible
- Data is disaggregated (sex, gender, age group, ethnicity)
- Availability of baseline data or feasible plans for collecting them and with good quality
- Appropriate capacity (staffing, skills, budget) in the programme management team to collect high quality data in the future
- Design, monitoring and reporting, and evaluation documentation of an intervention
- Stakeholders at **CO**: C4D advisors/focal points, technical leads/specialists, national partners
- Document review using Evaluability Assessment Framework
- KIIIs

## Annex 6 – Country level survey

### Itad Communication for Development Evaluation (C4D): Country level Survey

*{This survey will be distributed online and will utilise functionalities to guide the respondents to the correct questions and provide rating scales when and where needed}*

This survey is part of a global evaluation that is looking at UNICEF’s experience of building C4D capacity and implementing C4D approaches.

For the purposes of this evaluation C4D is understood as:

“A systematic, planned and evidence-based process to promote positive and measurable individual behaviour change, social change and political change that is an integral part of development programmes and humanitarian work. It uses research and consultative processes to promote human rights and equity, mobilize leadership and societies, enable citizen participation, build community resilience, influence norms and attitudes and support the behaviours of those who have an impact on the well-being of children,(women) their families and communities, especially the most marginalized or hard-to-reach.”

We kindly request your Country Office completes a single questionnaire and that this is coordinated by the Deputy Representative. The survey should reflect the CO’s response on C4D rather than that of a specific individual. If you have any questions, please contact Greg Gleed [Gregory.gleed@itad.com](mailto:Gregory.gleed@itad.com)

All data collection for this evaluation is being undertaken in line with the UNEG ethical guidelines for evaluations<sup>66</sup>. Names of individual country offices will be kept to a minimum in the analysis of the results. Your answers will not be attributable to you and your name will not be quoted without your permission.

#### Questions

Please select your Country Office (CO) from the following list: (Dropdown menu)

1. Please tick all the Sections/programme areas in the CO:
  - a. Health
  - b. HIV and AIDS
  - c. Water, Sanitation, and Hygiene
  - d. Nutrition
  - e. Education
  - f. Child Protection
  - g. Social Inclusion
  - h. Humanitarian/Emergency
  - i. Communications for Development
  - j. Other programme areas not listed above (please specify)
  
2. What percentage of overall country programme expenditure has gone to C4D over the past 3 years (approx.)
  - 2013 (N/A, <1%, 2--5%, 5%-10%, 10%-20%, 20%-30%, 30%-40%, >50%)
  - 2014 (N/A, <1%, 2--5%, 5%-10%, 10%-20%, 20%-30%, 30%-40%, >50%)
  - 2015 (N/A, <1%, 2--5%, 5%-10%, 10%-20%, 20%-30%, 30%-40%, >50%)
  
3. Which of the following C4D capacity development courses have CO staff attended in the past 3-4 years? (select from the following list)
  - a. The Ohio University course on Communications for Development
  - b. The University of Pennsylvania course on Social Norms
  - c. Regional level on-job learning workshops.
  - d. Webinar series on C4D
  - e. Other courses attended, but not covered above (Please Note)
  - f. No current staff member has attended any courses in the past three years

For the courses that staff have attended, please indicate the number of staff who attended each course and the sector they work in.

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<sup>66</sup> <http://www.unevaluation.org/>

Name of course	Number of staff attended, broken down by sector

4. Please rate the contribution that each of the following C4D capacity development courses have played in improving C4D plans/initiatives within the country programme?
- The Ohio University course on Communications for Development (n/a, insignificant, somewhat significant, significant, essential)
  - The University of Pennsylvania course on Social Norms (n/a, insignificant, somewhat significant, significant, essential)
  - Regional level on-job learning workshops. (n/a, insignificant, somewhat significant, significant, essential)
  - Webinar series on C4D (n/a, insignificant, somewhat significant, significant, essential)
  - Other courses staff have attended, but not covered above (Please Note) (n/a, insignificant, somewhat significant, significant, essential)

5. Given your country programme needs, what would be the most useful type of C4D training UNICEF could offer moving forwards (select from the following list):
- Generic courses on C4D theories, methods and approaches
  - Sector specific courses that focus on how to apply C4D in specific sectors
  - Both generic and sector specific courses

If you indicated that sector specific course would be useful, please name up to 3 areas where sectoral training in C4D would be most useful.]

6. Overall, how would you rate the level of investment the CO has made in developing UNICEF in-house C4D capacity over the last 3-4 years? (very low, low, medium, high, very high)
7. How would you rate the level of investment the CO has made in developing in-house C4D capacity over the last 3-4 years in specific Sections/programmes? [please only rate those section/programmes relevant to your CO]
- Health (very low, low, medium, high, very high)
  - HIV and AIDS
  - Water, Sanitation, and Hygiene
  - Nutrition
  - Education
  - Child Protection
  - Social Inclusion
  - Humanitarian/Emergency
  - Communications for Development
  - Other programme areas not listed above (please specify)

8. In the CO's opinion, overall, to what extent does the Country Office have the necessary C4D knowledge and skills among its staff to respond to the needs and demands of the country programme? (not at all, to a small extent, to a moderate extent, to a great extent)
9. In the CO's opinion, to what extent does each Section/programme have the necessary knowledge and skills among their staff to effectively respond to the C4D needs and demands of the country programme? [please only rate those section/programmes relevant to your CO]
- Health (n/a, not at all, to a small extent, to a moderate extent, to a great extent)
  - HIV and AIDS
  - Water, Sanitation, and Hygiene
  - Nutrition
  - Education
  - Child Protection
  - Social Inclusion
  - Humanitarian/Emergency

- i. Communications for Development
  - j. Other programme areas not listed above (please specify)
10. In the CO's opinion, to what extent do Country Office staff have the necessary knowledge and skills in the following C4D technical areas to respond to the needs and demands of the country programme?
    - a. Advocate for and influence the C4D agenda within UNICEF and government counterparts (n/a, not at all, to a small extent, to a moderate extent, to a great extent)
    - b. Design and plan evidence based C4D interventions
    - c. Monitor and evaluate C4D interventions
    - d. Manage and budget for C4D interventions
  11. In the CO's opinion, to what extent has the investment in building C4D capacity within the CO led to improvements in the quality of how C4D plans and initiatives are designed and implemented? (n/a, not at all, to a small extent, to a moderate extent, to a great extent). Please explain your answer and point to specific examples
  12. In the CO's opinion, to what extent does the Country Office understand its in-house capacity-needs in C4D across the country programme? (n/a, not at all, to a small extent, to a moderate extent, to a great extent)
  13. In the CO's opinion, to what extent does each Sections/programme understand their in-house capacity-needs in C4D? (n/a, not at all, to a small extent, to a moderate extent, to a great extent) [please only rate those sections/programmes relevant to your CO]
    - a. Health
    - b. HIV and AIDS
    - c. Water, Sanitation, and Hygiene
    - d. Nutrition
    - e. Education
    - f. Child Protection
    - g. Social Inclusion
    - h. Humanitarian/Emergency
    - i. Communications for Development
    - j. Other programme areas not listed above (please specify)
  14. Does the CO have an overarching strategy on C4D in support of the current country programme and/or sector specific C4D strategies? (NB. This may or may not be a formal document (Yes, No) If yes, please provide details.
  15. Please list the outcomes, outputs and associated indicators in the CO current Results Framework which have been identified as C4D results or results that C4D activities/interventions make a significant contribution to. If this list is extensive please indicate in the text below and send the documents in a separate email to [Gregory.gleed@itad.com](mailto:Gregory.gleed@itad.com)
  16. To what extent does the CO's most recent situation analysis include an analysis of the opportunities/enablers and barriers to achieving C4D objectives (behaviour and social norm change; empowerment and participation of children and communities) in support of sectoral outcomes, (not at all, to a small extent, to a moderate extent, to a great extent)
  17. Has the CO conducted / commissioned any of the following in the past three years?:
    - Evaluations of C4D interventions / of programmes with significant C4D components
    - Research on barrier and enablers to behaviour and social norms change
    - Research on barriers and enablers to empowerment and participation of children and communities
    - Analysis of the communication context (Media reach, communication practices and networks, preference and content surveys/analysis).

If yes, please list the name(s) and date(s) of these documents
  18. To what extent are the C4D team/leads involved in the resource mobilisation strategies of the Country Programme? (n/a, not at all, to a small extent, to a moderate extent, to a great extent)
  19. Overall, to what extent are current levels of financial allocations for C4D sufficient to meet the demands and needs of the country programme? (not at all, to a small extent, to a moderate extent, to a great extent)

20. To what extent do the current levels of financial allocations for C4D meet the needs of each section/programme? [please only rate those sections/programme areas relevant to your CO]
- Health (N/A, not at all, to a small extent, to a moderate extent, to a great extent)
  - HIV and AIDS
  - Water, Sanitation, and Hygiene
  - Nutrition
  - Education
  - Child Protection
  - Social Inclusion
  - Humanitarian/Emergency
  - Communications for Development
  - Other programme areas not listed above (please specify)
21. Overall, to what extent are current human resources (i.e staff numbers) for C4D sufficient to meet the demands and needs of the country programme? (not at all, to a small extent, to a moderate extent, to a great extent)
22. To what extent do the current levels of human resources available for C4D work meet the needs of each section/programme: [please only rate those sections/programme areas relevant to your CO]
- Health (n/a, not at all, to a small extent, to a moderate extent, to a great extent)
  - HIV and AIDS
  - Water, Sanitation, and Hygiene
  - Nutrition
  - Education
  - Child Protection
  - Social Inclusion
  - Humanitarian/Emergency
  - Communications for Development
  - Other programme areas not listed above (please specify)
23. Has the CO documented any innovations, best practices, or locally contextualised tools / guides in C4D in the last 5 years? (Yes, No)
- If yes, please list the titles of these documents
24. In the past 3-4 years has the CO delivered any C4D capacity support to government counterparts and/or implementing partners (e.g. training, mentoring, advisory support)? (Yes, No)
- If yes, please indicate for which sector, the form of capacity support provided (training, mentoring advising), and the target audience (i.e. NGO/CSO or government)

Name / description of training	Target audience	Type of capacity support	Sector

25. If the CO is delivering C4D capacity support to government counterparts and implementing partners is this guided by a specific plan? (NB. This may or may not be a formal document) (Yes, No)
26. What level of priority will the CO expect to give to strengthening the C4D capacity of government and/or NGO/Civil Society Organisation (CSO) partners' in the next three years? (Low, Moderate, high, very high)
27. Do any mechanisms exist at the country level (national or subnational) for planning, coordinating and strengthening C4D activities with government and other partners (e.g. ad hoc task forces, working groups, committees)? (Please list)
- Please describe the composition and purpose of this group(s), and the nature of UNICEF's role within it/them?
28. Please indicate the CO's level of satisfaction with the Regional Office's role in the following areas [in those regions where there has not been a regional C4D adviser or focal point, please choose N/A]:
- Providing leadership and advocacy on C4D in the region (n/a, very unsatisfied, unsatisfied, satisfied, very satisfied)

- b. Providing technical support to your CO in the design and implementation of C4D plans and programmes (n/a, very unsatisfied, unsatisfied, satisfied, very satisfied)
  - c. Designing regional specific C4D resources and training (n/a, very unsatisfied, unsatisfied, satisfied, very satisfied)
  - d. Sourcing and deploying regional C4D expertise to COs (n/a, very unsatisfied, unsatisfied, satisfied, very satisfied)
  - e. Facilitating exchange and sharing of C4D knowledge and practice in the region (n/a, very unsatisfied, unsatisfied, satisfied, very satisfied)
29. Please indicate the CO's level of satisfaction with NY HQ's role in the following areas:
- a. Providing overall strategic direction on C4D within UNICEF (very unsatisfied, unsatisfied, satisfied, very satisfied)
  - b. Providing global leadership and advocacy on C4D (n/a, very unsatisfied, unsatisfied, satisfied, very satisfied)
  - c. Providing global C4D training and learning opportunities for staff n/a, (very unsatisfied, unsatisfied, satisfied, very satisfied)
  - d. Strengthening the evidence base on C4D; (very unsatisfied, unsatisfied, satisfied, very satisfied)
  - e. Providing technical guidance on C4D; (very unsatisfied, unsatisfied, satisfied, very satisfied)
  - f. Leading the development of global C4D tools and templates (very unsatisfied, unsatisfied, satisfied, very satisfied)
  - g. Creating and managing platforms and process for C4D knowledge management, technical support and networking (very unsatisfied, unsatisfied, satisfied, very satisfied)
30. Please indicate what areas should the RO and HQ prioritise over the next three years in their role in supporting the CO in C4D

Thank you for completing this survey. This will be followed by interviews in person or by phone but if you have any additional comments or feedback please use the following box. (text box)

## Annex 7 – Rating scale for the C4D global benchmarks

Benchmarks	Performance Rating Scale
<p><b>1. New or existing mechanisms (task forces, working groups etc.) are established and functioning to plan, coordinate and strengthen C4D activities.</b></p>	<ul style="list-style-type: none"> <li>• <b>Red:</b> There is no evidence of any groups or task forces trying to coordinate C4D activity in the country;</li> <li>• <b>Amber:</b> There is evidence of ad hoc task forces, working groups, and committees undertaking activities to strengthen C4D at the country level. UNICEF are involved in these;</li> <li>• <b>Yellow:</b> Nascent multi-Partner, government-led Planning &amp; Coordination Mechanism for C4D exists at the National or Subnational Levels. UNICEF is playing a role in these;</li> <li>• <b>Green:</b> There is evidence of the following: An established Multi-Partner, government-led Planning &amp; Coordination Mechanism for C4D at both National AND Subnational Levels; The mechanisms are considered an effective way of coordinating, planning and strengthening C4D activities; UNICEF plays an essential role in its functioning.</li> </ul>
<p><b>2. C4D plans/interventions are informed by, use and monitor data and evidence on behavioural and socio-cultural factors as well as media and communication contexts</b></p>	<ul style="list-style-type: none"> <li>• <b>Red:</b> There is no evidence C4D plans/interventions being informed by relevant data from monitoring, evaluation, behavioural analysis or analysis of the communications context.</li> <li>• <b>Amber:</b> There is evidence of C4D plans/interventions being informed by one of the following: monitoring data, evaluations, behavioural analysis, analysis of the communications context;</li> <li>• <b>Yellow:</b> There is evidence of C4D plans/interventions being informed by two of the following: monitoring data, evaluations, behavioural analysis, analysis of the communications context;</li> <li>• <b>Green:</b> There is evidence of plans / interventions being systematically informed by the following: Formative research being undertaken on prevailing behavioural and social norm barriers and opportunities.; Communication situation analyses have been conducted); Formal Situation Analyses for CP has integrated a C4D component; Monitoring and evaluation data from existing and past C4D initiatives</li> </ul>
<p><b>3. Participatory processes are used to engage community representatives and members into sector programmes/interventions</b></p>	<ul style="list-style-type: none"> <li>• <b>Red:</b> No evidence of the use of participatory process being used;</li> <li>• <b>Amber:</b> Some evidence of participatory processes being used;</li> <li>• <b>Yellow:</b> evidence of participatory processes being used, but with room for improvement;</li> <li>• <b>Green:</b> High level of evidence of participatory approaches being used</li> </ul>
<p>4. Plans/ initiatives/ ongoing programmes to strengthen C4D capacities of UNICEF staff, partners at national and sub-national levels</p>	<ul style="list-style-type: none"> <li>• <b>Red:</b> No evidence of plans/initiatives/ongoing programmes to strengthen capacity;</li> <li>• <b>Amber:</b> Some evidence of plans/initiatives/ongoing programmes to strengthen capacity, but these are primarily UNICEF focused;</li> <li>• <b>Yellow:</b> There is evidence of UNICEF and external focused capacity support, but with areas for improvement;</li> <li>• <b>Green:</b> There is evidence of the following: CO has formally included C4D in individual and Section Learning Plans and provided budget to cover this; CO has a Capacity Development plan for Government counterparts (including District authorities, programme managers, frontline workers) and implementing partners. These are funded and being implemented; The CO has established strategic partnerships to coordinate and support external C4D Capacity Development.</li> </ul>
<p><b>5. C4D best practices, impact assessments, tools, resources, innovations and lessons</b></p>	<ul style="list-style-type: none"> <li>• <b>Red:</b> No evidence of key resources being documented and shared among key stakeholders;</li> </ul>

**learned are documented and disseminated among key audiences.**

- **Amber:** Some evidence of key resources being documented and shared among key stakeholders;
- **Yellow:** evidence of key resources being documented and shared among key stakeholders, but with room for improvement;
- **Green:** There is evidence of the following: Innovations and best practices in C4D have been document and shared; There is documentation of C4D initiatives includes reporting on behaviour and/or social changes that were achieved; Locally contextualised C4D tools and guides have been developed and shared; Key audiences for C4D learning products have been identified and a communications plans exist

