

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

NIGERIA COUNTRY CASE STUDY

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

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This report on UNICEF Nigeria constitutes part of a global evaluation entitled “*Communication for Development: An Evaluation of UNICEF’s Capacity and Action*” which includes five country case studies. The Nigeria case study report was prepared by independent consultant, Mary Myers (Team Leader, Itad), supported by Rob Lloyd (Project Manager, Itad). Krishna Belbase, Senior Evaluation Officer, Evaluation Office (EO) led and managed the overall evaluation process in close collaboration with the UNICEF Nigeria Country Office where Olalekan Ajia 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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ACRONYMS

AIDS	Acquired immune Deficiency Syndrome
ANC	Antenatal Care
AR	Annual Report
C4D	Communication for Development
CO	Country Office
CPD	Country Programme Document
CPMP	Country Programme Management Plan
CSO	Civil Society Organisation
CV	Community Volunteer
DRC	Democratic Republic of Congo
EU	European Union
FGM/C	Female Genital Mutilation/Cutting
HIV	Human Immunodeficiency Virus
HQ	Headquarters
ICCM	Integrated Community Case Management
IYCF	Infant and Young Child Feeding
KAP	Knowledge, Attitudes and Practices
LGA	Local Government Area
M&E	Monitoring and Evaluation
MDAs	Ministries, Departments and Agencies
MNCH	Maternal, Newborn and Child Health
MNCHN	Maternal and Newborn Child Health and Nutrition
NCO	Nigeria Country Office
NGO	Non-Governmental Organisation
NYHQ	New York Headquarters
PMTCT	Prevention of Mother-to-Child Transmission
ODF	Open Defecation-Free
UNDAF	United Nations Development Assistance Framework
US	United States
USAID	US Agency for International Development
VAC	Violence Against Children
VCM	Volunteer Community Mobiliser
WASH	Water, Sanitation and Hygiene
WCARO	West and Central Africa Regional Office

EXECUTIVE SUMMARY

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

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 country office's (CO's) overall 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 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. To review C4D-related performance monitoring and knowledge management and assess the evaluability of results (outcomes and impact) achieved through programmes using C4D interventions.

Findings

The findings from the country case study are structured in line with the four objectives of the evaluation. They cover C4D capacity development, the integration of C4D into the CO and its programmes, implementation of C4D into programming and the evaluability of C4D activities.

Capacity development

The assessment of capacity development looks at the efforts of UNICEF's Nigeria Country Office (NCO) to build its internal capacity on C4D through accessing global support (e.g. the C4D course at the University of Ohio) as well as regional and CO-led activities. UNICEF's understanding of improved capacity includes changes to both individuals' knowledge and practices on C4D and the CO's overall organisational capacity to implement C4D.

- Between 2012 and 2015, a relatively large number (19) of UNICEF Nigeria staff attended the Ohio and UPenn courses. Over this period, there were also regional workshops and *ad hoc* country level training and orientation sessions delivered by the C4D Section for programmatic staff from sections such as Water, Sanitation and Hygiene (WASH) and Health.
- Both the Ohio and UPenn courses have been relevant to the needs of both the NCO and individual participants. They have targeted the right individuals, covered the right technical content and used the right mix of learning methodologies. Both courses have also been effective. Participants have gained new knowledge and skills and there is good evidence that learning has been put into practice in a range of ways, from passing on C4D skills to partners to applying social norms theories to tackling female genital mutilation/cutting (FGM/C). The annual West and Central Africa Regional Office (WCARO) C4D network meetings have also been an effective means of building staff capacity and provided a good supplement to the US-based C4D courses. However, there is demand for more regular and structured follow-up support and refresher training.
- The overall picture is generally positive with regard to past participants of the Ohio and UPenn courses putting their new knowledge into practice. Where staff have struggled to apply learning from C4D courses it has often been a result of not being able to convince colleagues of the value of C4D and therefore C4D activities being under-resourced (or not budgeted for at all).
- While the NCO's investment in C4D capacity development has been substantial and, on the whole, positive, it has still not succeeded in creating a unified understanding of C4D across all programme sections in the NCO. This is mainly because of continued scepticism about the value and effectiveness of C4D among some senior managers. This scepticism could undermine the sustainability of the C4D capacity gains generated to date.

Integration

In order to assess the extent of C4D integration in CO 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.

- Over the period under review, UNICEF Nigeria's C4D strategy has been clear and coherent. However, ongoing changes to the structure of C4D (integration with Polio Communications) and shifts in the wider operating environment for the NCO (towards more upstream advocacy and policy work) will require this strategy to be refreshed.
- In theory C4D is well integrated into the plans and structures of UNICEF Nigeria, but in practice there are problems in making the structure and planning work effectively. A key problem is that the C4D function lacks the human resources to meet the needs of the country programme. C4D staff are spread too thinly across sections and are managing too big portfolios. This causes delays in the support C4D provides to Sections and an inability to deliver on agreed plans, which breeds frustration. The merger of C4D and Polio Communications may help ease these current pressures.
- Financial resources for C4D are also a source of friction within the NCO. While the C4D Section believe programmatic sections, which control the bulk of available funding, are not releasing sufficient funding for the C4D Section, sections perceive C4D as not sufficiently available when needed, and sometimes not sufficiently good value for money, so deliver C4D through their own partners and consultants. The result is that, while there seem to be ample resources available, the amount of funding allocated to the C4D Section is inadequate for it to deliver on its responsibilities.

Implementation

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

- There are several successes, around C4D efforts on HIV/AIDS awareness and polio vaccination. UNICEF Nigeria is a large country programme where C4D is clearly a significant component of most sections' work. Notable C4D successes include using communication methods and tools to improve HIV/AIDS awareness, polio vaccination acceptance and Ebola control.
- Across the five C4D benchmarks the NCO performs relatively well. The areas where the CO was strongest related to convening task forces and a working group to coordinate and plan C4D activities, and internal and external capacity development. Areas for improvement included ensuring that more resources are put into evidence generation and use and embedding participatory practices in how C4D programmes are designed and implemented.
- Capacity development for partners is a priority for the C4D Section, and there seems to have been good progress to date. Partners seem to value UNICEF support and there is anecdotal evidence that it is leading to improved C4D knowledge and practices. That said, the pace of change remains slow, particularly in government circles and in areas of the country where harmful traditional practices persist and take a long time to shift.

Evaluability

Evaluability¹ 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 monitoring data are being collected on behaviour change, the quality of the data, etc.). Evaluability was assessed at two levels: at the level of the NCO Results Framework as a whole and at the level of two programmes with significant C4D components.

- The contribution of C4D to sector results could *in principle* be evaluated across the NCO Results Framework as there is a clear causal logic that links C4D outcomes through outputs and activities down to tasks. However, *in practice*, the quality of the indicators and the absence of baseline data means C4D is not evaluable.
- A more systematic use of Knowledge, Attitude and Practice (KAP) surveys at baseline and endline would significantly improve the credibility of C4D results data.
- Both the individual programmes selected were judged to be evaluable *in principle*. Both had a clear logic in terms of how C4D activities linked to results. Only one was considered evaluable *in practice*. This had a robust impact evaluation running alongside its implementation. The evaluation team is responsible for setting key C4D indicators and collecting data at baseline and endline. Based on the evaluation design, it will be possible to isolate the effects of the C4D activities and make a judgement on how effective they have been at changing behaviours.

¹ The extent to which a C4D intervention can be evaluated in the future.
EVALUATION OF UNICEF'S C4D CAPACITY AND ACTION – NIGERIA COUNTRY CASE STUDY

Recommendations

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

- 1. Conduct a review of current C4D capacity internally and externally.** Assuming the new C4D chief in the newly merged C4D structure will very soon be devising fresh strategies on a number of issues, UNICEF Nigeria should prioritise taking stock of existing skills, identifying gaps, devising detailed C4D capacity building plans and reviewing the human resource needs for the NCO and for implementing partners.
- 2. Consider reducing the scope of C4D's workload or increase C4D staff numbers.** UNICEF Nigeria needs to consider EITHER substantially reducing the number of sector workplans the C4D Section supports (thereby reducing the number of priority behaviours to be targeted through C4D strategies) OR increasing the number of staff in the C4D Section (that is, if adding human resources from the Polio Communications team does not solve staff overstretch problems on C4D).
- 3. Deliver a wider range of C4D capacity support.** In order to plug current gaps in C4D knowledge and skills, UNICEF Nigeria should consider the following capacity building measures (some of these the CO may want to lead, others could be requested through the WCARO regional C4D adviser):
 - Run internal short courses in C4D for managers and specialists in the technical sections to promote a more unified understanding of C4D. To ensure section chiefs also attend, they will have to be short, involve well-respected international resource people and be practically oriented towards the specific context of Nigeria and the region.
 - Run short courses to fill capacity gaps among existing C4D staff. Priority should be given to monitoring and evaluation.
 - Build the skills of C4D staff in adult teaching methods to better equip them to deliver C4D training and support to government and non-governmental organisation counterparts.
- 4. Invest in building greater understanding of C4D across the CO.** UNICEF Nigeria needs to invest in building a shared understanding and enthusiasm for C4D across the CO. The CO should therefore organise a retreat involving senior managers from all sectors working on behaviour change in order to promote better understanding and better integrated working practices and to take advantage of this moment in time when Polio Communications and C4D are merging.
- 5. Ensure C4D staff are consistently involved in proposal development.** UNICEF Nigeria should put in place standard operating procedures that require the C4D Section to input into all proposals. Current practice is *ad hoc* and can lead to inadequate budgeting for C4D, or in some cases C4D not being budgeted for at all.
- 6. The C4D Section should promote itself more actively within the CO.** The C4D Section should invest more in promoting itself and its services across the NCO. This should involve capturing, sharing and disseminating what works, lessons learnt, evidence, etc., and taking a more proactive stance about its achievements and the value C4D can bring to all programmes.
- 7. Collate exiting evidence on what has been achieved to date through C4D and package this into appropriate communication material.** The C4D Section should gather all the positive stories and data that already exist about UNICEF's C4D impact in Nigeria to date. These could then be parcelled up into a series of briefs or internal practice note and

circulated to the NCO and field offices. Priority should be given to show-casing C4D's positive contribution to date on the issues of polio, Ebola control and HIV/AIDS awareness. This would help start building understanding in the CO of C4D's added value.

8. **Improve how C4D is monitored and reported in the next country programme.** As part of the next country programme the NCO should ensure the C4D indicators in the Results Framework measure not only process (e.g. the number of things happening) but also behaviour change (the extent to which practices are changing), and that data are collected on these indicators at baseline and endline through appropriately designed KAP surveys.
9. **Invest resources into conducting robust impact evaluations of C4D programmes.** One option would be to commission a portfolio evaluation of C4D activities within sectoral programmes to examine the value for money and impacts of C4D activities undertaken over the past few years by the NCO. An independent evaluation of this kind would improve accountability and learning in an area where evidence gaps are a concern. Alternatively, the NCO could run more impact evaluations alongside C4D programmes, as is currently happening with the IYCF project in Kaduna.

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, the agency 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 comprises five country case studies, in Bangladesh, Ethiopia, Kyrgyzstan, Nigeria and Viet Nam. These provided opportunities to look more in 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 case study report from the Nigeria country office (NCO).

The report is structured in five sections: **Section 1** provides an introduction, details the purpose, objectives and scope of the evaluation and describes the methodology for the country study. **Section 2** provides background both to the UNICEF Nigeria office and the 2014–17 country programme. The main body of the report is **Section 3**, which presents the findings of the evaluation. The findings are divided into four sub-sections: C4D capacity development; the integration of C4D into the UNICEF Nigeria country programme and the NCO; 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 Nigeria case study

The purpose of the global evaluation of UNICEF's capacity and action in C4D is to generate credible and useful evidence on the 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 guide UNICEF's future C4D work and partnerships in implementing the 2014–17 Strategic Plan and country programmes. It will also feed into the development of the new strategic plan 2008–21, particularly on the positioning of C4D as a core implementation strategy, 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 to help it position itself 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.² It has been launched in recognition of the growing demand for C4D within UNICEF. With this significant investment about to be made in C4D, this evaluation will help surface what has worked well in the past, what should be continued and what needs to change.

² 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.

The scope of the evaluation is the period 2010–15. Within this period, the greatest emphasis will be on the past four years (2011–15). The evaluation will look back past 2010, but this will only be 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 focused 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 into 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 Nigeria country case study

The Nigeria report is one of five 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 capacity.
2. To assess the extent to which and how appropriately C4D functions have been integrated into the UNICEF CO and its associated 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 core documents were reviewed (see Annex 1 for a list of references) and a series of preliminary interviews were undertaken. As part of the preparations, two C4D programmes were selected for the evaluability assessment. They were selected based on the following criteria:

- 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 NCO. This was to be coordinated and signed off by the deputy representative and to reflect the NCO's formal response to the evaluation. The survey covered factual issues and required the CO to make a judgment on current C4D capacity and performance. See Annex 6 to view the survey instrument.

Country visit: The consultant was in Nigeria from 28 February to 5 March 2016, spending five working days in country. One-to-one interviews (some by phone) and group discussions were held. In total, 39 UNICEF staff and 50 partner representatives and stakeholders from non-governmental organisations (NGOs), government and beneficiary groups were interviewed (see Annex 2 for a list of all of people engaged with through either interviews or group discussion).

All interviews and group discussions were structured using pre-prepared question guides. All interview or group discussion 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 Kaduna on 2 March 2016 to meet local partners and observe the C4D activities of two implementing partners: youth groups and community-based nutrition activities in Rimau village, Kaduna state.

On the final day of the country visit, a debrief was held with senior staff and the C4D team. During this one-hour meeting initial findings were presented and discussed.

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 into CO strategies and structure and evaluability. In assessing the quality of C4D implementation, the global 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 has 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 consultant to visit only two C4D programmes in the field. This affected the team's ability to make judgements on how C4D programmes are being implemented in practice.
- Furthermore, at the time of visit, key staff were in flux (e.g. the former C4D chief had just retired and an interim had just arrived; further, the Polio Communications and C4D Sections were in the process of merging). As a result, there were some gaps in some areas regarding past activities and future plans.

2. Background

2.1. UNICEF in Nigeria

Nigeria is one of UNICEF's largest country programmes: the biggest or second biggest in the world alongside that of Democratic Republic of Congo (DRC)³ in terms of budget. Its budget for 2014–17 is \$698 million – roughly \$174 million per year. It currently has 385 staff. The country office is in the capital, Abuja, and until recently there were four field offices, in Bauchi, Kaduna, Lagos and Enugu. Decentralisation, which began in 2014, has seen three new offices established in the north (Katsina, Sokoto and Maidiguri); two new offices are currently being set up in the south (Ondo and Rivers state), bringing the number of zonal offices to nine. The NCO is currently in phase 2 of its 2014–17 country programme.

UNICEF's country programme in Nigeria is structured around the following sections: Health, Water, Sanitation and Hygiene (WASH), Nutrition, HIV/AIDS, Education and Child Protection. The biggest of these are WASH, Nutrition, Health and Education, with key programmes in girls' education and polio. Other key sections include C4D, Emergency and Disaster Risk Reduction, Media and External Relations, Planning & Budget, Monitoring and Evaluation (M&E) and Social Policy. The zonal offices are also large operations in their own right.

³ Budgets fluctuate year on year, at some points in the past few years Nigeria has been larger than DRC and in some years vice versa (Representative, NCO).

UNICEF Nigeria works in partnership with a wide range of NGOs, parastatals⁴ and government ministries at federal, state and local level. As of December 2013, UNICEF Nigeria recorded 495 implementing partners.⁵

2.2. Background to C4D in the Nigeria country programme

2.2.1 C4D and the 2014–17 country programme

C4D activities are integrated across programmatic sections, including Health, WASH, Nutrition, Education, HIV/AIDS and Child Protection. Most sections have C4D-related outputs and indicators pertaining to behaviour/social norm change and/or demand creation. The C4D Section has two specific outputs for which it is accountable, and which relate to a cross-cutting outcome (see Table 1).

Table 1: C4D results that the C4D Section is accountable for

Outcome 12: By 2017, formal and non-formal social engagement systems and networks in identified groups and communities are able to participate in equitable and sustainable social development.	
Output 48: Community processes, systems and frameworks for behaviour and social change facilitate the realization of the rights of children to improved health, nutrition, sanitation, hygiene, education, protection and HIV prevention in an integrated manner.	Output 49: MDAs (ministries, departments and agencies), CSOs (civil society organisations) and institutions at subnational levels have C4D capacity to catalyse appropriate behaviours linked to improved health, nutrition, sanitation, hygiene, education, protection and HIV prevention.

The C4D planned budget for 2015 was \$2.7 million and in 2016 it was \$1.53 million, mostly made up of Regular Resources.⁶

2.2.2 The structure of the C4D function in the country office

C4D has been a section and considered a cross-cutting programme function servicing the rest of the country programme since 2009. Up until recently (March 2016), the C4D Section consisted of 11 staff members. In the NCO in Abuja there was a C4D chief with one programme assistant, two C4D specialists, one C4D officer and one graphics assistant. There were also C4D specialists in each of the field offices in Kaduna, Enugu, Bauchi and Lagos (with Sokoto and Katsina added recently), who reported both to their field office chief and to the C4D chief in Abuja. In the NCO, the C4D specialists were assigned to sections as focal points to ensure C4D components in sectoral programmes were implemented and monitored. Section chiefs were accountable for ensuring that behavioural outputs in their workplans were achieved.⁷

While many of the roles and responsibilities in the C4D Section remain the same, the overall structure of the C4D function is undergoing reform, with the former Polio Communications and C4D teams merging.⁸ Figure 1 outlines the new structure, with the polio communications function merged under the new C4D chief. The merger is taking place because Nigeria has now been removed from the list of polio-endemic countries, so a large staff presence on polio is no longer required. As part of the merger, the Polio Communications team is being significantly reduced in size.⁹

⁴ Parastatals are state-owned enterprises/publicly owned companies. Nigeria has many and UNICEF works with several, including the National Orientation Agency, the National Water Resources Institute and the National Communication Council, among others.

⁵ Nigeria Country Programme Management Plan (CPMP) 2014–17

⁶ According to the C4D Workplan 2015–16, some \$700,000 of this planned budget was unfunded in both 2015 and 2016. However, it is also noted that 'funding may increase with the implementation period as additional funds become available'.

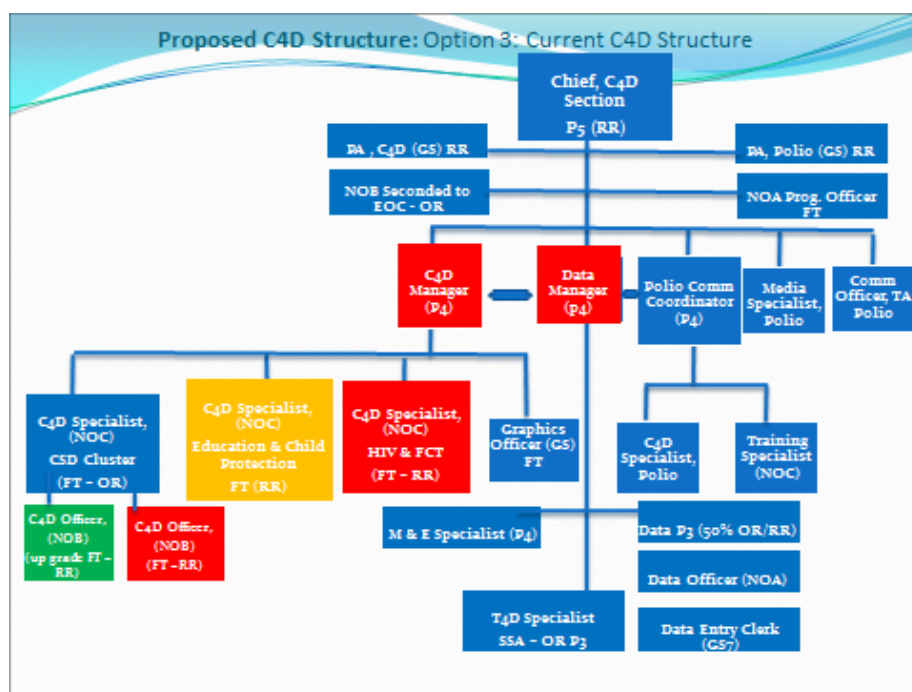
⁷ Ibid.

⁸ At the time of the evaluator's country visit (March 2016) there was an interim C4D chief in post and several C4D and Polio Communications staff were about to move into the new structure or retire. At the time of writing, a new C4D chief has been appointed who manages the merged C4D–Polio Communications team.

⁹ The communications team for polio has historically been a separate structure from C4D because it was separately funded (by the Gates Foundation) and came under Health, alongside the technical polio team, which dealt with the actual vaccination process (also funded by Gates). The remaining technical aspects of polio will remain under the management of the Health Section for as long as is needed. Nigeria is forecast to be declared officially polio-free later this year (2016).

In strategic terms, the merger means C4D and Polio Communications are being brought together to work on child survival in what the NCO is calling the Polio Plus Package. This means that, on the ground, families will receive a single visit but with multiple purposes, so a polio vaccination is given at the same time as nutrition advice, immunisation, newborn tracking and clean water support. In structural terms, this means the scope of work of the new C4D unit is enlarged because it inherits and incorporates what is left of the old polio team.

Figure 1: New merged structure – C4D incorporating Polio Communications (note the six field offices are not shown here but they report directly to their field chiefs)



2.2.3 C4D capacity development activities

Although the NCO did not have an explicit (written) strategy on how it would approach internal C4D capacity development, back in 2011 it joined the wider UNICEF movement to invest in C4D training for its staff. At the time, this mainly involved investing in the newly established external courses – primarily the US-based courses at Ohio and UPenn, to which it sent 19 staff members between 2012 and 2015. There has also been some C4D capacity development delivered at the regional and country level, such as yearly workshops organised by UNICEF’s West and Central Africa Regional Office (WCARO) in Dakar, a C4D-in-Education workshop in Bangladesh and C4D webinars run by UNICEF NYHQ. In addition to these more formalised courses and support, there have been ongoing *ad hoc* training and orientation sessions delivered by the C4D Section for colleagues in other programmatic sections (WASH, Health, etc.). Some C4D staff have also engaged in self-learning by following various other academic courses, and gained further qualifications.

Table 2 summarises the various C4D capacity development activities between 2011 and 2015.

Table 2: Types of C4D internal capacity support provided by UNICEF for NCO staff 2011–15

Type of capacity support	Details of the capacity support
Ohio course	<ul style="list-style-type: none"> Twelve present staff members attended between 2012 and 2015, six from C4D Section, four from Polio Communications and two from Media & External Relations
UPenn course	<ul style="list-style-type: none"> Seven present staff members attended between 2012 and 2015, four from C4D and three from Child Protection

WCARO C4D workshops	<ul style="list-style-type: none"> All C4D current staff attended at least one of the annual WCARO C4D workshops in Dakar over the period
Bangladesh C4D-in-Education workshop	<ul style="list-style-type: none"> One Education staff member attended in May 2015
C4D webinars run by C4D Section NYHQ	<ul style="list-style-type: none"> Five participants from Nigeria in 2011 webinar on promoting Insecticide-Treated Nets (Malaria) 28 participants from Nigeria in 2012 Exclusive Breastfeeding webinar

3. Findings

This section presents the findings of the Nigeria 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

This section presents the findings on UNICEF Nigeria's efforts to build its internal capacity on C4D. 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. 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 and country offices that facilitate technical support and the exchange of knowledge and learning around C4D. In assessing UNICEF Nigeria's capacity in C4D we have looked at all of these factors.

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 the online survey completed by the NCO and the review of key internal C4D strategy and planning documents. In all instances, findings are presented only if they are triangulated by multiple data sources.

The section is structured in five parts. It starts by looking at the relevance (3.1.1) and effectiveness (3.1.2) of the capacity support provided in 2012–15 on C4D and whether it has changed individuals' knowledge and practices. It then looks at the extent to which organisation level capacities have been built. It first looks at what staff capacity that has been created within the NCO to support C4D (3.1.3); then the extent to which there are senior C4D champions in UNICEF Nigeria (3.1.4); and finally the effectiveness of the support provided to the NCO by the WCARO regional office and NYHQ on C4D. The section finishes with reflection on the factors that could undermine the future sustainability of C4D capacity in UNICEF Nigeria (3.1.5).

Key findings:

- Between 2012 and 2015, a relatively large number (19) of UNICEF Nigeria staff members attended the Ohio and UPenn courses. Over this period there have also been regional workshops and *ad hoc* country level training and orientation sessions delivered by the C4D Section for programmatic staff from sections such as WASH and Health.
- Both the Ohio and UPenn courses have been relevant to the needs of both the NCO and individual participants. They have targeted the right individuals, covered the right technical content and used the right mix of learning methodologies. Both courses have also been effective. Participants have gained new knowledge and skills and there is good evidence that learning has been put into practice in a range of ways, from passing on C4D skills to partners to applying social norms theories to tackling female genital mutilation/cutting (FGM/C). The annual WCARO C4D network meetings have

also been an effective means of building staff capacity and have provided a good supplement to the US-based C4D courses. However, there is demand for more regular and structured follow-up support and refresher training.

- The overall picture is generally positive with regard to past participants of the Ohio and UPenn courses putting their new knowledge into practice. Where staff have struggled to apply learning from C4D courses, it has often been a result of not being able to convince colleagues of the value of C4D and therefore C4D activities being under-resourced (or not budgeted for at all).
- While the NCO's investment in C4D capacity development has been substantial and, on the whole, positive, it has still not succeeded in creating a unified understanding of C4D across all programme sections in the NCO. This is mainly because of continued scepticism about the value and effectiveness of C4D among some senior managers. This scepticism could undermine the sustainability of the C4D capacity gains that have been generated to date.

3.1.1 Relevance of C4D capacity development in UNICEF Nigeria

This section assesses the extent to which the C4D capacity development activities that UNICEF Nigeria has accessed have been relevant to the needs of the NCO and the individual participants.

The US-based C4D training courses and the regional level on-the-job workshops have been relevant for the NCO. Nigeria is a large country programme that is working towards achieving many results dependent on behaviour and social norm changes, such as exclusive breastfeeding, improved hygiene, ending early child marriage and ending FGM/C. Furthermore, the polio eradication drive has been a big emphasis over the past five or more years, as have the various emergencies, including Ebola. All of this has required communications interventions to change behaviours. Given this strong focus on behaviour and social norms change, there is a strong sense among informants that sending staff for C4D training, particularly on the Ohio and UPenn courses, has been relevant to the NCO needs.¹⁰ For example, a range of senior managers commented that the US-based courses had been 'relevant', 'useful' and 'good for personal development'. Similarly, the C4D Section rated the Ohio and UPenn courses as 'essential' to improving C4D quality in the CO. Likewise, the annual WCARO regional C4D workshops have aligned well with the needs of the NCO. Informants noted how they had reflected Nigerian staff's local realities and allowed for regional networking with other UNICEF C4D specialists, which has meant a lot of cross-fertilisation of ideas and sharing on regional challenges such as Ebola and FGM/C.

While the appropriate staff were selected to attend the Ohio and UPenn courses, the selection process has been haphazard. The staff who attended the Ohio and UPenn courses were from C4D, Polio Communications, Child Protection and Media & External Relations. In all cases, priority was given to staff who were already in C4D and Polio Communication posts but who had not received training in C4D and/or social norms. Given that C4D and Polio Communication staff came from variety of professions, including journalism and/or general aspects of communications (e.g. academia, public relations, etc.), these selection criteria made sense: specialist C4D training was an important way of developing core C4D knowledge and skills within the NCO. Only one member of the current C4D team has not yet attended a US-based course.

Despite the appropriate targeting of staff, concern was expressed that the selection process for the US-based courses was somewhat haphazard. Two informants noted how selection seemed to be based on whether supervisors and/or section chiefs pushed the issue, rather a clear assessment of need.¹¹ Others felt the US-based courses should have been better advertised so that more staff from non-C4D sections knew about them and could apply.¹²

¹⁰ KI5

¹¹ KI18; KI9

¹² KI 31

Both the Ohio and UPenn courses met the learning needs of most participants and featured appropriate teaching methods. The majority of participants commented on the relevance of the Ohio and UPenn courses to their individual learning needs. They noted how the course content was highly relevant to their day-to-day jobs and how the mixture of learning methods helped embed learning. Two past participants felt the level of the Ohio course was ‘too basic’ and only one of the UPenn participants criticised it, for being ‘too intense’. Text Box 1 presents past participants’ reflections on the relevance of the US-based courses.

Text Box 1: Evidence illustrating the relevance of the Ohio and UPenn courses to individuals’ learning needs

- ‘It was great to be online for nine months and then face-to-face with the instructors like Arvind Singhal, who marked our stuff and then you exchanged with others. We really saw how people can change their behaviour.’
- ‘Two weeks at UPenn was useful and applicable to our work on social norms on breastfeeding, human rights-based programming and especially on FGM/C... My special project was on initiation of exclusive breastfeeding.’
- ‘Human rights and C4D with a focus on inclusion and equity and communicating in emergencies... were some of the topics I appreciated most. This is especially so because of being in a duty station that has this or that emergency that requires C4D support.’
- ‘Social norms (UPenn) was practical for me from day one – very participatory – at the end of the day you had to make a presentation, you had to pass because you were scored. It was a rigorous two weeks.’
- ‘Use of case studies from various parts of the world helped one to appreciate various ways communities were engaged to solve issues or they themselves did it.’
- ‘The strength of the C4D course lies in practical work that we went through. We did ours in South Africa... with the community in a participatory manner.’

3.1.2 Effectiveness of C4D capacity development in UNICEF Nigeria

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

Both the Ohio and UPenn courses helped participants gain new C4D knowledge and skills. Of the 11 past participants we spoke to, all indicated that they had gained new knowledge and skills from the Ohio and UPenn courses. Informants noted how the Ohio course gave them ‘a deeper understanding of how C4D works’,¹³ a ‘clearer understanding of how to design C4D strategies’, ‘greater confidence’ in working with partners¹⁴ and the tools to establish ‘who to focus on at community level and local government level’.¹⁵ Likewise, the UPenn course helped participants integrate the legal and social norms perspective in Child Protection,¹⁶ understand ‘how to analyse power relationships in communities and families’¹⁷ and engage communities in understanding and addressing social norms. Most senior managers we spoke to corroborated the learning value of the two courses. Text Box 2 illustrates some of their comments.

Text Box 2: Comments on effectiveness of Ohio and UPenn courses from the perspective of senior managers

¹³ KI17

¹⁴ KI2

¹⁵ KI30

¹⁶ KI34

¹⁷ K12

- 'There was a tangible change: I'm pleased with the direction they're going in. I've seen a positivity in terms of their thinking.'¹⁸
- '[They] came back [from Ohio] with new concepts – it was useful. For example [x] in Child Protection has really tried to apply the idea that it's not about fighting norms but working with people to slowly adapt them. I saw real attempts at using the course skills.'¹⁹
- 'Capacity development efforts in C4D have helped bring out evidence and show results for C4D.'²⁰
- 'I observed that following the course, colleagues [in my field team] became more confident and substantive in content on development of the strategies to address some of the long standing community and systemic challenges that impede the achievement of key results.'²¹

The annual WCARO C4D network meetings have also been an important source of capacity development for C4D staff. The regional network meetings WCARO has organised over the past five years are highly valued by the C4D team. Informants noted how they were useful for sharing C4D information,²² for keeping abreast of new developments and maintaining a support network of C4D colleagues. A number of informants commented that they found them an effective way of building their C4D knowledge and skills and a good supplement to the US-based courses.²³ The NCO indicated that the regional meetings had made a significant contribution to C4D quality within the CO.²⁴ The NCO has sent three members of the C4D Section to these meetings every year over the past three years. Particular mention was made of certain inspirational C4D experts who have been resource-people at these workshops.²⁵

C4D staff also emphasised the value of self-directed learning and informal peer exchange. The evaluators held several group sessions with C4D staff members in Abuja and from the field offices; during these sessions other means of personal learning and growth on the subject of C4D were talked about at some length. C4D team members also talked about self-directed learning through continuous use of printed and online resources (see section on technical guidance below for more details). Three members of the section specifically mentioned investing their own time and money in developing their own C4D capacity, through subscribing to journals and paying membership fees to various professional associations such as the International Association of Media and Communication Researchers. One long-time specialist from the Polio Communications team mentioned gaining valuable experience and skills from a participatory communications training in Pakistan (date unknown). Finally, all interviewees stressed the value of the day-to-day experience and knowledge transfer through working with colleagues.²⁶

There is good evidence that new C4D knowledge and skills from all trainings is being put into practice. This is true not only among participants of the Ohio and UPenn courses but also among those who have attended regional workshops run by WCARO for the C4D team and the participant on the C4D-in-Education workshop in Bangladesh in May 2015. All the participants we spoke to provided examples of how they had adopted new behaviours and practices as a result of their engagement with the C4D capacity development activities. One participant came back from the Ohio training and commissioned a survey to improve the evidence base on C4D; another developed a new C4D strategy for their section. Others used 'new materials from the course in community dialogues'²⁷ and actively passed 'on skills to colleagues and partners about strategic planning for behaviour change'.²⁸ A past UPenn participant

¹⁸ KI14

¹⁹ KI13

²⁰ KI36

²¹ KI11

²² KI10

²³ KI1

²⁴ Desk review survey

²⁵ Names such as Guy Scanlen, Gunter Heidrich, Rafael Obregon, Neil Ford, Jonathan Shadid, Savita Varde-Naqvi and Natalie Fol were mentioned (among others).

²⁶ KI18

²⁷ KI12

²⁸ KI13

commented that they applied social norms theories and knowledge from the course ‘at the community level using the strategy of norms abandonment in Ebonyi and Imo states’.²⁹ Another worked with three states, Oyo, Ekiti and Osun, on the abandonment of FGM/C using the knowledge gained from the UPenn course.³⁰

We also gathered testimonies from six senior managers who attested to the fact that the Ohio and UPenn courses had had a practical effect. For instance, one section chief said that his colleagues who participated in these courses ‘are leading in the formulation and development of strategies and concepts which we are applying to implement programmes aimed at behaviour change’.³¹ Another commented on the professionalism and expertise of past participants: ‘I’ve worked with three ex- participants directly – and they really know what it takes on behavioural stuff – they come with a lot of experience. They can advise – and tell us what we can expect in terms of [behaviour] change.’³²

Where staff have struggled to apply learning from C4D courses it has often been a result of not being able to convince colleagues of the value of C4D. While the overall picture is generally positive with regard to past participants of the Ohio and UPenn courses putting their new knowledge into practice, we did find cases of individuals struggling. A number of people talked about how they had found it difficult to apply their learning for various reasons, mostly because of problems convincing colleagues to give priority and resources to C4D. Several talked about returning from the US courses to find themselves ‘alone’ and ‘back in your own silo’ and struggling to convince colleagues of the value of C4D.³³ The result of this was that inadequate resources were allocated to C4D, which in turn constrained what new knowledge the past participants was meaningfully able to put into practice.³⁴

There is demand for follow-up after the Ohio and UPenn courses to support participants in embedding their new C4D knowledge. Both the Ohio and UPenn courses have whetted participants’ appetite for learning and alerted them to the continuously evolving field of C4D. The lack of systematic follow-up and support following these courses is therefore a source of frustration for many. A large number of past participants raised the issue of needing ‘refresher training’, opportunities to update their knowledge and more ongoing support. Interestingly, while some informants mentioned the potential of mechanisms like webinars and other online platforms set up to link C4D specialists across UNICEF (Yammer was mentioned by one former US course participant), on the whole these were not considered effective. Reasons for this included people not having enough time to engage with the platforms or not being motivated to do so and/or a feeling that the platforms did not add sufficient value to engage with them.³⁵

The investment in C4D capacity development has not yet succeeded in creating a unified understanding of C4D in the NCO. The evaluation team found that, despite the perception among some senior managers that the investment in C4D capacity development had helped create a more unified understanding of C4D and its value in the CO, most informants expressed divergent views about what C4D was and quite profound disagreements about whether and how it worked. On this issue two ‘camps’ can be discerned: on the one hand C4D staff tend to think that sections do not understand C4D but that they would if they received training in C4D and would thereby be convinced; and on the other hand some section staff and managers tend to think C4D should be better able to demonstrate its value and its results. Text Box 3 below illustrates the views of the two ‘camps’ through a selection of quotes; they are characterised as ‘the C4D enthusiasts’ and ‘the C4D sceptics’.

²⁹ KI19

³⁰ KI14

³¹ KI11

³² KI26

³³ KI15

³⁴ KI13

³⁵ KI16

Text Box 3: Evidence illustrating the lack of agreement about C4D among programme staff in the NCO

'No, there is no common understanding across the office, even though as a C4D team we have tried!'³⁶

'Getting teams to work together is not as easy as you might think'³⁷

C4D enthusiasts

- 'The sections don't understand C4D. But they would if they had mandatory training.'³⁸
- 'Section chiefs should go on social norms course and/or short courses in C4D for managerial level. They need to understand it's a process – long term.'³⁹
- 'Most programmes perceive C4D as the communication material development unit of UNICEF – posters, flyers, perhaps radio jingles. The process that leads to material development is poorly understood, and the conceptual framework of social context, norms, the incremental process of behaviour and social change often considered slow and difficult to measure.'⁴⁰
- 'I have seen those who have gone on C4D courses change their opinion and rather than having a piecemeal knowledge of what C4D is (at the moment it is like blind men describing different part of an elephant!) they will have the complete picture.'⁴¹

C4D sceptics

- 'The C4D team should be telling us why most of our flyers and posters end up wrapped around peanuts in the market! C4D is clear for me – it's the art of communicating to educate and to change attitude or behaviour but I need feedback from C4D about what works and what won't work... C4D experts have not been very astute in describing what added value they can bring to programmes – this is organisation-wide – not just Nigeria.'⁴²
- 'They need to generate excitement and show it's worth the investment. There's still a bit of scepticism about whether C4d actually works.'⁴³
- 'They [C4D team] need to do a better job of explaining what behaviour change is possible – it's about sustaining the change – that's the challenge.'⁴⁴
- 'Of course we don't expect a magic effect – we know it takes time. However, we do expect clarity of results and the donors expect that. Everything has to have a clear link to results.'⁴⁵

There remain gaps in C4D skills and knowledge in the NCO. Apart from the lack of follow-up to the US-based courses already mentioned, there were several topics and skills mentioned for which staff still request training. There was strong agreement among C4D and Polio Communications staff that training tailored specifically to section chiefs would be useful. These would need to be short courses, but should focus on communicating the value of and evidence underpinning C4D. Interestingly, no section chief interviewed actually expressed the need for such a training themselves. The other areas for further capacity development include M&E of C4D programmes⁴⁶ and budgeting for C4D.

3.1.3 Efficiency of UNICEF Nigeria's approach to C4D capacity development

This section assesses the extent to which issues of efficiency were considered as part of UNICEF Nigeria'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.

³⁶ KI13

³⁷ KI5

³⁸ KI16

³⁹ KI1

⁴⁰ KI9

⁴¹ KI13

⁴² KI8

⁴³ K26

⁴⁴ K27

⁴⁵ KI32

⁴⁶ It should be noted that the new structure of the C4D Section, after the merger with Polio Communications, adds several more staff than it had before on data-gathering and management.

While senior managers viewed both the Ohio and the UPenn courses as significant investments, they were central to the NCO's efforts to build internal capacity. There was a sense among senior managers that sending a large staff contingent to the Ohio and UPenn courses was a significant investment for the NCO, and perhaps not the most efficient way of building staff capacity. The Ohio course runs over multiple weeks and has a two-week residential component. As such, it is a relatively expensive approach to building capacity (especially since 10 people from the NCO completed it). UPenn is a shorter two-week course, but is also residential and at an Ivy League university in the US, which means high overheads. In this way, neither course is the most efficient way of building the capacity of a large staff contingent. However, both courses were a central part of the NCO's strategy of building internal capacity within the CO and, while their intensive structure was costly, it was also viewed as an effective way of building staff skills in C4D.

That said, moving forward, the NCO recognises that, while the Ohio and UPenn courses add value and staff should continue to be sent on them while they are on offer, they need to be supplemented with other ways of building capacity. One approach discussed is for staff who have attended the Ohio, UPenn and other international courses to transfer skills to their colleagues in a systematic way through peer training and support (something that has already started), and for staff to attend more regional or country level C4D training. These are both less costly approaches and allow larger numbers of staff to be reached.

3.1.4 Use of C4D technical guidance

This section looks at whether and how UNICEF Nigeria staff are using UNICEF C4D technical guidance.

UNICEF's C4D technical guidance and wider C4D literature is used extensively by C4D staff in Nigeria. A group of 10 C4D and Polio Communications staff were convened during the evaluator's visit to Abuja to discuss whether and how they used UNICEF's C4D technical guidance. Based on this discussion, a number of technical guides were identified that seem to have the greatest uptake within the NCO. These include:

- Facts for Life – Nigeria version;⁴⁷
- MNCHN C4D Guide: A Global Communication Strategy Development Guide for Maternal and Newborn Child Health and Nutrition Programmes (2015);
- Behaviour Change Communications in Emergencies: A Toolkit (ROSA, 2006).⁴⁸

Informants mentioned using the resources in a range of ways, including developing C4D strategies, training partners and general reading. Interestingly, a common reflection on why these particular guides were used most regularly was that they were practical and easy to understand. In addition to these specific resources, informants mentioned the UNICEF 'Icon' intranet as well as the C4D website run by the C4D Unit at HQ as good general sources of reference on C4D.

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.

The number of staff in the C4D Section is relatively high compared with other in WCARO countries: Nigeria, along with DRC and Chad, has the largest team. The number of C4D staff in the NCO has

⁴⁷ <http://www.factsforlife.org/>

⁴⁸ http://www.unicef.org/ceecis/BCC_full_pdf.pdf

fluctuated between 11 and 16 since 2010.⁴⁹ At the time of the evaluation, the C4D team stood at 11 but this is about to change with the merger with Polio Communications, which will increase the size of the C4D Section to 29.⁵⁰

There is consensus in the NCO that the C4D function is over-stretched at present, with consultants being used to fill gaps. However, the merger of C4D Section and Polio Communications may help ease these pressures. Both internal documents⁵¹ and the interviews conducted showed there is time pressure on all staff and that the C4D Section struggles to deliver on the tasks requested by other sections. Interviewees talked about the ‘the country and the task being massive’,⁵² the C4D team ‘having a huge amount on their plate’, being ‘short-staffed on the ground’⁵³ and struggling to deliver on tasks because their portfolio is too full.⁵⁴

Sections have tended to manage the problem of not being able to access C4D support when they need it by using external consultants.⁵⁵ Views of this practice are mixed. On the one hand, section chiefs view it as a practical way around the C4D Section’s capacity constraints.⁵⁶ The C4D Section views the practice as complicating coordination and, in some cases, possibly reducing quality.⁵⁷

In terms of longer-term solutions to this human resources challenge, the restructuring of the C4D Section with the addition of the Polio Communications staff and expertise will hopefully mean less pressure on the C4D Section in the near future. The other solution, currently being tried by the Child Protection Section, is to appoint additional C4D staff within sections. For example, it is currently recruiting for a new C4D position specifically on violence against children (VAC).

3.1.6 C4D champions

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

The representative and deputy representative are viewed as pro-C4D but support among section chiefs is more mixed. The approach and disposition of individual senior managers was identified as a crucial factor in whether or not C4D is supported morally and financially within the NCO. While most of the section chiefs interviewed were broadly supportive of C4D, several expressed scepticism about what C4D can achieve.⁵⁸ Nevertheless, it was clear from interviews that the deputy representative takes a particular interest in C4D and insists on clear measurable C4D results and allocation of funds to C4D from sectoral programmes and that the representative is clear that funding for C4D must come from the other technical sections and she sees no reason why they should not fund it as they are not short of money. Other enthusiasts for C4D include staff and managers in Child Protection, HIV/AIDS, Media & External Relations and Education. In future, it is likely that the energy and experience of some of the key staff who are in the process of moving from Polio Communications over to C4D will help champion communications activities and approaches.

49 Global C4D Staff Assessment, 2014 (Global Staff Statistics_2014 Microsoft Power Point)

50 23 in Abuja plus six C4D Specialists in the Field Offices

51 E.g. UNICEF Nigeria, CPMP 2 Annex 1 -Nigeria Field Presence Options Final, 2014-17, 2014

52 K19

53 K15

54 K126

55 K11

56 K16

57 K19

58 K133

3.1.7 Support provided by the regional office and NYHQ to C4D capacity development

This section assesses the extent to which both the regional office and NYHQ are effectively delivering against their C4D accountabilities and UNICEF Nigeria’s satisfaction with current levels of support.

The support provided by the regional WCARO office and the NYHQ C4D Unit is well regarded. The NCO is largely satisfied with the support received on C4D from the regional office in Dakar (see Table 3). There has been ‘frequent contact’ with the C4D regional adviser, and the annual regional network meetings WCARO has organised are valued by the C4D team. The only area for improvement is in relation to sourcing and deploying regional C4D expertise. The NCO is currently unsatisfied with the level of support it receives in this area from WCARO.

Table 3: NCO’s satisfaction with regional office level support on C4D, taken from the country level survey

Please indicate	Very unsatisfied	Unsatisfied	Satisfied	Very satisfied
Providing leadership and advocacy on C4D in the region			x	
Providing technical support to your CO in the design and implementation of C4D plans and programmes			x	
Designing regional-specific C4D tools and training			x	
Sourcing and deploying regional C4D expertise to Cos		x		
Facilitating exchange and sharing of C4D knowledge and practice in the region			x	

Likewise, the support offered by NYHQ has been of a similar high quality (see Table 4). The NCO is satisfied with the NYHQ’s performance across all its C4D accountabilities. The support provided to the CO through two visits from NYHQ, in 2014 and March 2015, was highlighted as particularly valuable. These visits supported the strategic restructuring of the C4D function in Nigeria, in the context of the merger with Polio Communications and the new CPMP.⁵⁹

Table 4: NCO’s satisfaction with HQ level support on C4D, taken from the country level survey

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

3.1.8 Sustainability of the C4D capacity results

This section looks at the factors that could erode the sustainability of the results achieved through UNICEF Nigeria’s investment in C4D capacity development to date.

Scepticism about C4D across the rest of the office is a factor that could undermine the sustainability of the capacity gains in C4D. Those who have received C4D and Social Norms trainings have largely come from the C4D, Polio Communications, Media & External Relations and Child Protection

⁵⁹ K11; K15; K130

Sections, and they now feel that, without key staff across the wider office receiving training and/or awareness raising about the value of C4D – particularly for Section Chiefs, they will remain somewhat isolated and pressured to fight for C4D on their own. This was an issue that was raised consistently in key informant interviews (see Section 3.1, which argued that the investment in C4D capacity development has failed to create a unified understanding of C4D in the NCO, so far at least). However, it is debatable whether training in C4D is necessarily the only answer; what is also required, according to many interviewees, particularly among the more sceptical, is clear evidence that C4D ‘works’. Furthermore, consistent championing of C4D by senior management is also necessary.

Staff turnover is also a concern for sustainability. The NCO has already seen considerable turnover of staff who had undergone C4D training. For instance, the former C4D chief retired a few months ago and the P4 C4D specialist retired shortly after the evaluator’s visit; both took institutional memory away with them. Furthermore, according to the (now retired) former C4D chief, four other key staff members have recently moved on to other roles within UNICEF: a former chief of nutrition, now in Nepal; a specialist from WASH, now in Bangladesh and two former field chiefs from Lagos and Kaduna who had done the Ohio course, who have recently moved on.

3.2. Integration of C4D into the CO country programme

The following section presents the findings on how far C4D has been integrated into UNICEF Nigeria’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 Situational Analysis, the Country Programme Document (CPD) and the Results Framework; 3) the extent and quality of reporting on C4D through annual reports (ARs); 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, Situational Analysis and 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 six parts. It starts by looking at the C4D strategy (3.2.1), then presents the findings in relation C4D integration into planning (3.2.2) and reporting (3.2.3). Following this are sections on the structure of the C4D function (3.2.4), how resources for C4D are mobilised (3.2.5) and its integration with external communications (3.2.6).

Key findings:

- Over the period under review, UNICEF Nigeria’s C4D strategy has been clear and coherent. However, ongoing changes to the structure of C4D (integration with Polio Communications) and shifts in the wider operating environment for the NCO (towards more upstream advocacy and policy work) will require this strategy to be refreshed.
- In theory C4D is well integrated into the plans and structures of UNICEF Nigeria, but in practice there are problems in making the structure and planning work effectively. A key problem is that the C4D function lacks the human resources to meet the needs of the country programme. C4D staff are spread too thinly across sections and are managing too big portfolios. This causes delays in the support C4D provides to sections and inability to deliver on agreed plans, which breeds frustration. The merger of C4D and Polio Communications may help ease these current pressures.
- Financial resources for C4D are also a source of friction within the NCO. While the C4D Section believes programmatic sections, which control the bulk of available funding, are not releasing sufficient funding for the C4D Section, sections perceive C4D as being not sufficiently available when needed, and sometimes not good enough value for money, so deliver C4D through their own

partners and consultants. The result is that, while there seem to be ample resources available, the amount of funding allocated to the C4D Section is inadequate for it to deliver on its responsibilities.

3.2.1 C4D strategy

This section looks at whether UNICEF Nigeria has a clear vision and strategy for C4D across the country programme.

Looking back over the period under review, the strategy for C4D has been clear and coherent, even though it is articulated across different documents. While there is no one document that provides an overarching strategy on C4D in the current country programme, there is a series of sector-specific strategies and plans. Together, these do provide a fairly clear and coherent C4D strategy for the country programme. These include communication strategies for maternal, newborn and child health (MNCH) and integrated community case management; workplans for FGM/C, birth registration and VAC; communications workplans for the U-Reporting project,⁶⁰ out-of-school children, early childhood development and the Girls Education Programme; and a communication plan for the Micronutrient Deficiency Programme.

There are a number of shifts going on within the CO that will require refinement of the C4D strategy moving forward. The merger with Polio Communications appears sensible and strategic and no doubt the communications work will benefit from the cross-fertilisation of ideas and approaches. Up until now, Polio Communications appears to have been very grassroots-based, working with communities on tackling beliefs and norms. But now there **are** strategic currents pulling UNICEF towards more upstream influencing and advocacy work, away from household level activities in communities. As one section chief said, 'UNICEF is evolving in an interesting way: we are no longer implementers – so the C4D people are there but they can't get their hands dirty because of this new way of working'.⁶¹ Therefore, the new strategic direction for the C4D Section in Nigeria might be to support partners to do their own C4D rather than producing materials and promoting UNICEF-branded approaches directly.

Another strategic question relates to C4D's role in emergencies: there is a challenge around needing to respond quickly in an emergency and the fact that behaviour change takes time – something the Ebola crisis illustrated. Again, it is not clear what the C4D Section's vision will be in the future on tackling emergencies.

3.2.2 Integration of C4D in planning processes

This section assesses the extent to which C4D has been integrated into core planning processes and documents of UNICEF Nigeria.

C4D appears to be well integrated into the planning processes of the NCO. The C4D Section participates in the processes of the United Nations Development Assistance Framework (UNDAF) as well as in developing the CPD. It takes part in all the annual review and planning sessions of the sections and

⁶⁰ The U-Report is a text message-based system by means of which young people can express their views and report on development issues, being used by UNICEF in about 25 countries globally. In Nigeria, it is managed by the Health Section, with support from the C4D team. The number of U-reporters in Nigeria 'surpassed the million mark in 2015' (according to a 2015 presentation by the C4D Section to CMT). According to the UNICEF website, "U-Report is an entirely new model for engaging young people, empowering communities, and holding governments more accountable," said Jean Gough, UNICEF Representative in Nigeria, where the platform is helping UNICEF workers share critical information about Ebola, polio, and newborn care with families living in remote areas that health workers cannot easily reach' http://www.unicef.org/media/media_82583.html (accessed 26 May 2016).

⁶¹ KI26

inputs into all interventions with behaviour and social change components. Based on this process, the C4D Section develops its own annual workplan.⁶²

The challenge for C4D is that it currently struggles to deliver on the plans agreed with sections.

The main challenge with this planning process is making it work, given the size of the country programme and the capacity issues within the C4D Section. As already discussed, the overall country programme is too big for the C4D Section to cover everything, and the C4D function is currently over-stretched. This causes frustration among the sections, which agree plans upfront with the C4D Section but then are left disappointed later down the line because the C4D Section is too busy to deliver on their tasks.⁶³ A possible solution to this challenge (alongside further recruitment) is greater prioritisation, with C4D focusing its support more. Rather than trying to service the entire country programme, the section could work on fewer behaviours. This would allow it to focus its resources and provide much deeper and arguably better quality support to sections. There are indications that this is the direction that may be taken in the next programme cycle after 2017.⁶⁴

3.2.3 Reporting on C4D

This section assesses the consistency and quality with which UNICEF Nigeria has reported on C4D.

C4D is almost invisible in ARs and the Results Assessment Module because it is a cross-cutting function. The NCO ARs between 2010 and 2013 report on specific C4D results to a limited extent, in several paragraphs under 'Programme Strategy' and under 'Social Policy Advocacy and Communication'. From 2014 onward, details of C4D activities in ARs are even more sparse as there is now no specific section for reporting on C4D in the AR template.

Many C4D activities are embedded within other programmatic sections and are intangible and therefore difficult to capture in reports. Most sections have their own behaviour change outputs.⁶⁵ While the C4D Section may input into these, they will be the responsibility of the individual section and/or will be overseen by consultants brought in especially for the purpose. This means that a behaviour change result in, say, Child Protection, that C4D has contributed to will tend to be reported on under Child Protection rather than under the rubric of C4D. This is perhaps as it should be, given that C4D is a cross-cutting support programme. However, it can be frustrating for those who want to see C4D results coming out more clearly in CO reporting. In this way, although C4D is well integrated into NCO programme documents and reporting, it suffers from being so well integrated that it becomes virtually invisible and therefore not sufficiently well measured, documented and shared. We would argue that it should be one of the responsibilities of the C4D Section to highlight and track C4D results across all relevant planning and reporting processes and documents to ensure the contribution of C4D is not lost.

3.2.4 Structure of the C4D function

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

The C4D function is in the midst of a change process that is likely to be positive. As outlined above, the evaluators visited at a time when Polio Communications and C4D were in the process of merging,

⁶² While this workplan is defined primarily by the workplans of other sections there is a work stream on capacity building of partners in C4D that the C4D Section has control over. This links to one of the outputs the C4D Section is accountable for.

⁶³ K131; K115

⁶⁴ K118

⁶⁵ For example, Health's is 'Improved health behaviours – Enhanced support for children and caregivers, from pregnancy to adolescence, for improved healthy behaviours'.

making C4D a larger section within the CO. The wider rationale for the merger is for the two programmes to influence each other.⁶⁶ Judging how optimal this new structure will be is outside the scope of this evaluation, since this evaluation is essentially backward-looking. That said, the change process appears to have been carefully thought-through, is a logical pooling of expertise and experience and shows every chance of successfully enabling mutual influence.

There appears to be consensus that the current structure of the C4D function is the most appropriate for the NCO. Both the former and the new C4D structure are based on the principle that a senior C4D expert heads a team of specialists and this team is separate from the other programmatic sections. Each C4D specialist within the team is allocated two or three programmatic sections for which she or he is responsible. For example, one C4D specialist relates to Education, Child Protection and Emergencies, another relates to Nutrition, MNCH, HIV/AIDS and WASH and so on.⁶⁷ There appeared to be consensus that this is the right way to structure the C4D function, as opposed to alternatives such as embedding C4D officers within programmatic sections, as is the case in UNICEF Ethiopia. For some, the most important feature of the current structure is having a senior C4D expert as section chief. This is viewed as central to having an influential C4D function.⁶⁸ For others, it is having a C4D specialist who works across sections and helps facilitate cross-programmatic working.⁶⁹

3.2.5 Resource mobilisation 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.

Resourcing of C4D is a source of friction within the NCO, which is an impediment to proper mainstreaming. The root of it appears to be that the C4D Section and the programmatic sections find themselves in opposition, not, in fact, that there is an overall shortage of funds for C4D. On the one hand, the C4D Section perceives the programmatic sections, which control the bulk of available funding (OR funds), as not releasing sufficient funding for the C4D Section, its posts and its activities, preferring instead to spend this money through their own partners and consultants; on the other hand, the programmatic sections perceive the C4D Section as not sufficiently available when needed, often too slow to produce the results donors demand and sometimes not sufficiently good value for money.

It is arguable that, with less than 1% of programme funds allocated to C4D between 2013 and 2015,⁷⁰ the resources for C4D are inadequate for its responsibilities. On the other hand, given the size of the UNICEF Nigeria country programme budget, these proportions represent millions of dollars. Also, and more importantly, the figures do not take into account the other spending on communications campaigns and community mobilisation that programme sections spend, which can be counted just as legitimately as C4D activities, to the activities controlled directly by the C4D Section. For instance, in the HIV/AIDS programme, C4D activities consume about 30% of the prevention of mother-to-child transmission (PMTCT) output and the Health Section puts aside 5% out the total budget of \$10 million for mobilisation on MNCH.⁷¹ In light of this evidence, the challenge seems to be less about C4D having insufficient resources and more about C4D struggling to effectively engage with and influence the C4D resources of other sections. As one senior manager noted:

⁶⁶ KI5

⁶⁷ This division of labour may not necessarily pertain in the new, merged, C4D structure.

⁶⁸ KI5

⁶⁹ KI 31

⁷⁰ 0.34% in 2013; 0.67% in 2014 and 0.49% in 2015. These are the figures officially communicated to the evaluators as being the C4D budget for the NCO (evaluators' country level survey).

⁷¹ KI33

‘Sections have enough money – the dollars are there! But the sections need to be influenced better by the C4D people. Working transversally is not easy! On the question of financial resources, it should not be about C4D going off and fundraising for their own money... C4D needs to work better with sections and should not exist independently.’⁷²

Proposals to donors do not integrate C4D sufficiently well. A number of section chiefs and technical specialists claimed it was difficult working C4D into programme proposals in any meaningful way because of a lack of evidence of C4D’s added value. They felt this made many donors hesitant to fund C4D activities. They argued the C4D Section needed to generate more convincing evidence of impact and to show clearly that C4D interventions present good value for money. Several interviewees within the C4D Section talked about the need to generate figures that show that the unit cost per person reached with C4D campaigns is low and is cost-effective. However, the ‘catch 22’ of this process is that there are limited funds for research – but without research there is no proven impact – yet without proven impact there is difficulty raising funds.

However, we also found evidence to suggest the C4D Section is not always meaningfully involved in the process of developing proposals, which often results in C4D activities being either neglected entirely or under-resourced. This seems to suggest that donors’ unwillingness to fund C4D is perhaps only part of the story of why C4D is not always effectively integrated into proposal. If this is the case, then part of the solution also needs to be the NCO developing standard operating procedures that ensure C4D engagement in the proposal development process. This is something a number of other CO’s have put in place.

3.2.6 C4D and external communications

This section reflects on interaction between C4D and Media & External Communications in UNICEF Nigeria and whether there is scope for the two functions to work in a more complementary way.

C4D and Media & External Relations Sections work well together and the boundaries are clearly demarcated. The Media & External Relations Section is clearly separate from the C4D Section. One of the clearest and simplest signs of the difference between the two is that they do not share the word ‘communications’ in their title. External communications, entitled ‘Media & External Relations’, is clear and partners can see the difference between this and the C4D Section immediately. Similarly, there are no joint workplans, just a joint memorandum of understanding with the Ministry of Information, but informants from both C4D and Media & External Relations said the Ministry of Information ‘sees the difference between us’. Collaboration often happens at the field level on an informal and *ad hoc* basis, whereby the C4D officer in the field may occasionally work on media relations.

3.3. Implementation of C4D

The following section presents the findings of the evaluation in relation to UNICEF Nigeria’s implementation of C4D. We have looked at implementation from three different angles. First, we have looked across all the sectors of UNICEF Nigeria’s work and summarised the progress they have made in relation to C4D. Second, we have looked at implementation from the perspective of the CO’s performance against a set of global C4D benchmarks. Lastly, we have distilled a set of findings about building partner capacity on C4D. By taking these three different views of implementation we can build up a rounded picture of what UNICEF is doing on C4D and the lessons it is learning.

The findings presented in here are 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

⁷² K15

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 Nigeria in implementing C4D and the challenges faced (3.3.1); the CO's performance against benchmarks (3.3.2); and findings about partner capacity development (3.3.3).

Key findings:

- UNICEF Nigeria is a large country programme where C4D is clearly a significant component of most sections' work. Notable C4D successes include using communication methods and tools to improve HIV/AIDS awareness, polio vaccination acceptance and Ebola control.
- Across the five C4D benchmarks the NCO performs relatively well. The areas where the CO is strongest relate to convening task forces and a working group to coordinate and plan C4D activities and internal and external capacity development. Areas for improvement include ensuring more resources are put into evidence generation and use and embedding participatory practices in how C4D programmes are designed and implemented.
- Capacity development for partners is a priority for the C4D Section and there seems to have been good progress to date. Partners seem to value UNICEF support and there is anecdotal evidence that it is leading to improved C4D knowledge and practices. That said, the pace of change remains slow, particularly in government circles and in areas of the country where harmful traditional practices persist, and take a long time to shift.

3.3.1 Experiences of implementing C4D approaches

Table 5 presents some of the highlights and challenges of UNICEF Nigeria in implementing C4D over the course of the 2014–17 country programme, with an emphasis on 2015. C4D priority strategies are listed for each programmatic section although what appears below cannot be exhaustive or do justice to all activities, first because C4D activities are not always clearly visible in sections' workplans and second because Nigeria is such a big programme. For instance, the successful and significant C4D efforts on HIV/AIDS awareness, polio vaccination acceptance and Ebola control are major success stories of recent years and deserve whole reports to themselves. Suffice it to say there is clearly a significant amount of activity around C4D in UNICEF Nigeria and C4D interventions are a key part of all sections' work, although there are challenges relating to operational and contextual difficulties, of which the key one for all programmes is the continued insecurity and the challenges of reducing conflict-affected communities in the northeast as a result of the activities of Boko Haram.

Table 5: Experiences and challenges of implementing C4D, by sector

Sectors and C4D priorities	Experiences implementing C4D
C4D Section	<p>Implementation progress: The major programmatic focus of C4D support to sectors has been a systematic process of building a coalition of partners, with a broad national base, and working with them on strategic capacity development on C4D principles, processes and platforms to support the creation of an enabling environment and promote identified behaviours (essential family practices) that are directly linked to certain functional programme areas. These are Health, Nutrition, WASH; Education for girls and other vulnerable or excluded groups, Child Protection, including birth registration, addressing VAC, early marriage and promoting child justice systems.⁷³</p> <p>Challenges to implementation: According to reports, while the process has been slow, progress is appreciable. There are several bottlenecks, including bureaucratic delays and inertia at the level of federal and state government structures and instances of competition between state agencies rather than</p>

⁷³ Extracted from Nigeria AR 2014.

Sectors and C4D priorities	Experiences implementing C4D
	<p>cooperation. There is still generally low investment in C4D by government. Non-remittance of the Counterpart Cash Contribution and lack of basic logistic capacity are examples of typical bottlenecks. Difficulties experienced by implementing partners in monitoring and reporting on C4D activities at community level means they are often unable to deliver quality data on C4D indicators. There is a high attrition of trained C4D resource persons.⁷⁴</p>
WASH	<p>Implementation progress: WASH's C4D focus has been on promoting behaviour change related to proper hygiene practices such as hand washing and creating demand to help communities climb up the latrine ladder, such as strengthening sanitation marketing and discouraging open defecation. Triggering use of latrines and creating open defecation-free (ODF) communities is a major C4D activity: 11,000 ODF communities have been achieved to date (as a result of UNICEF) (compared with 2008 when just 15 communities were ODF). 'Increasingly our programmes are about unleashing the potential of the community – by establishing a WASH committee we find that these committees are able to take on other areas such as promotion of birth registration and immunisation – so it goes beyond WASH naturally at community level.'⁷⁵</p> <p>Challenges to implementation: Communication challenges specific to WASH include very low civil society participation in WASH activities; inadequate knowledge and inappropriate skills for operations and maintenance for safe water; and low participation of community leaders in siting of WASH facilities. Tackling these challenges involves facilitation of meetings, training of masons and artisans, briefing sessions, theatre-for-development and rollout of advocacy kits including video documentaries.⁷⁶</p>
Health⁷⁷	<p>Implementation progress: Polio Communications has been the big C4D success story of recent years as it has introduced trust between recipients of information and the services provided, thereby getting communities to accept rather than reject polio vaccination in large numbers. A key C4D initiative on polio is an entertainment education radio drama called Madubi, launched in 2015 in partnership with BBC Media Action. Two other highlights of 2015 are as follows: C4D championed the mobilisation of U-Reporters within the Community Development Programme of the National Youth Service Corps Directorate to surpass the 1 million mark in 2015; and C4D has supported MNCH in 42 local government areas (LGAs) of Kebbi and Adamawa states by promoting demand through deployment of 350 volunteer community mobilisers (VCMs) and 2,480 community-oriented resource persons.</p> <p>Challenges to implementation: A particular challenge is that, as Nigeria is no longer a polio-endemic country, communication efforts must shift towards building resilience until 2017. Political commitment must be stronger than before; there must be sustained engagement of traditional and religious leaders; frontline workers need to be motivated to reach all children; and communities must be encouraged to have their children immunised.</p>
Education	<p>Implementation progress: Campaigns to increase school enrolment, awareness raising about cash transfer schemes, empowerment of women to increase enrolment and local ownership of education and addressing socio-cultural barriers to girls' education.</p> <p>Challenges to implementation: Reaching girls and nomadic populations is a particular challenge during enrolment drives. Political issues (elections, political transition) have recently disrupted engagement with government. Non-release of state government counterpart funding and insecurity in the northeast have been constant challenges over the past few years.</p>
Nutrition	<p>Implementation progress: Nutrition's C4D focus has been on promoting behaviour change around infant and young child feeding, especially on promoting exclusive breastfeeding; helping create demand for nutritional supplements, for example iron tablets; social mobilisation during MNCH weeks; and raising awareness about community management of acute malnutrition.</p> <p>Challenges in implementation: Community volunteers (CVs) form the bedrock of much field level mobilisation activities but there are problems retaining them after training given too limited incentives. UNICEF Nigeria is in the process of redefining CVs' roles.</p>
Child Protection	<p>Implementation progress: The focus for C4D in Child Protection has been on creating awareness and demand for birth registration; campaigning against VAC, including FGM/C; changing perceptions of young offenders; and promoting gender awareness, particularly around community perceptions of survivors of sexual violence. There have been notable successes in birth registration, which can partly be attributed to radio jingles and to working through religious leaders.</p>

⁷⁴ Ibid.

⁷⁵ KI32

⁷⁶ Final WASH Communication Strategy (n.d.).

⁷⁷ Major behaviour change target areas are exclusive breastfeeding, diarrhoeal disease prevention and polio.

Sectors and C4D priorities	Experiences implementing C4D
	<p>Challenges in implementation: The Child Protection section has found it hard to secure sufficient time from C4D staff to support high demand for C4D inputs – the intensive work needed on communications on VAC has required a new post, and there are long-term agreements with social marketing agencies such as PCI Media Impact to implement the communications campaigns on FGMC.</p>
Emergency preparedness and response	<p>Implementation progress: Ebola was contained effectively in Lagos thanks, in good part, to what was achieved by the C4D Section in a short space of time. C4D specialists and officers were redeployed from other parts of the country and sent down to Lagos for the duration of the emergency. C4D polio resources were leveraged to quickly respond to the Ebola outbreak. Awareness raising was done using the structure of Polio Communications, from household level through communities, churches/mosques and up to the mass media – these different layers were effective, as was the incident management system and good cross-sectoral working with Health and WASH.⁷⁸</p> <p>Challenges in implementation: The current emergency in the northeast requires sensitisation about cholera, sanitation and hygiene and creating awareness about malnutrition, but there is a need for both sustained engagement with communities over these issues and tackling urgent needs over a short timeframe – thus the challenge is that, in this case, and often with other emergencies, there is neither the time nor the funds to get the long-term behaviour change required.</p>
HIV/AIDS	<p>Implementation progress: AIDS is now localised and is no longer a pandemic in Nigeria – this is, in part, a triumph for C4D over the long term. In Kaduna state, for example, over the past two years there has been a great reduction in HIV infection – from 11% to 0.5% in high prevalence LGAs – based on 9,000 tested. At the national level there has been a major engagement with journalists, with UNICEF rolling out media training on PMTCT, HIV prevention for adolescents and HIV and children.⁷⁹</p> <p>A lot of work has also been done recently with consultants and government to identify structures that bring women together - and through these structures sensitise them and community leaders on the need for antenatal care (ANC) visits – and volunteers are nominated to mobilise pregnant women to use ANC services.</p> <p>Challenges to implementation: Awareness is relatively high but there is a mismatch between demand for HIV/AIDS treatment/ANC services and availability of treatment centres at the primary level. C4D staff overstretch is an issue that has resulted in the HIV/AIDS Section having to outsource a significant amount of communication activities on prevention of infection among young people.</p>

3.3.2 Performance against the global C4D benchmarks

The global C4D benchmarks are a voluntary tool for COs to report on the quality of C4D implementation. Across the five C4D benchmarks the NCO performs relatively well. The C4D global benchmarks provide a proxy for the quality of C4D implementation. They have been developed by the C4D Unit in New York and will become a voluntary means for COs to report on their performance in C4D. This evaluation is being used as an opportunity to pilot the benchmarks and test means of verification. As outlined in Table 6, we have rated the NCO on a scale of low to high (red, amber, yellow or green) for each of the five benchmarks.

The C4D Section in Nigeria informed the evaluators that, as a tool, the benchmarks are ‘appropriate’ and ‘useful’ but they have not yet been formalised. They see the lack of capacity for measurement and M&E as the biggest gap.

Table 6: Summary of NCO’s performance against the global C4D benchmarks

Benchmarks	Performance rating	Summary of evidence
1. New or existing C4D task forces/working groups/committees of	Green	The NCO is actively engaged in a number of mechanisms that serve to coordinate and strengthen C4D activities at the national

⁷⁸ KI31

⁷⁹ KI26

multi-sectoral stakeholders (governmental, non-governmental and academic) are established and functioning to plan, coordinate and strengthen C4D activities.		level and subnational levels (at least four at national level and one in every state).
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.	Amber	The NCO has conducted a range of research studies and evaluations to inform C4D, and there are a number of good examples where evidence has been systematically embedded in the design and implementation of C4D interventions. However, the C4D Section would benefit from capacity building in M&E, data gathering and building the evidence base around C4D.
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.	Yellow	There is evidence to suggest the approach taken with much of the C4D work is participatory. But the evaluators were not in a position to check all programmes and therefore we surmise that not all C4D activities are consistently participatory in nature, especially considering that such processes take time and implementing partners are under pressure to achieve results quickly.
4. Plans/initiatives/ongoing programmes strengthen C4D capacities of UNICEF staff, partners (government and implementing partners (CSOs)) at national and subnational levels.	Green	Capacity building in C4D and social norms has been quite extensive internally; capacity building with partners is a major focus of the C4D Section and is its main target outcome.
5. C4D best practices, impact assessments, tools, resources, innovations and lessons learnt are documented and disseminated among key audiences.	Amber	The NCO has developed a range of materials detailing best practices, innovations and learning and is disseminating some of them widely but could do more on highlighting the C4D activities that are often hidden (because cross-cutting) in reports. Better highlighting will help in monitoring C4D results and will also help with internal and external reporting as well as with documenting successes, challenges and failures.

As Table 6 shows, the NCO performs relatively well across the five C4D benchmarks. Each one is examined in more detail below.

Benchmark 1: The NCO is actively engaged in a number of mechanisms that serve to coordinate and strengthen C4D activities at the national and state levels. At national level, UNICEF is active in a number of multi-stakeholder groups/committees. These include the sectoral communication working groups with the National Primary Health Care Development Agency and the Nigeria Centre for Disease Control. UNICEF is also a member of the Core Technical Committee on MNCH within the Ministry of Health. At the subnational level, UNICEF is also an active member in state social mobilisation technical committees.

Benchmark 2: The NCO has conducted a range of research studies and evaluations to inform C4D, and there are a number of good examples where evidence has been systematically embedded in the design and implementation of C4D interventions. UNICEF Nigeria has a wide range of studies that have been commissioned to inform its C4D work. These include research into the barriers and enablers to behaviour and social norms change in WASH and HIV/AIDS; analysis of the communication context, such as media reach and communication practices and networks; and researching the cost of C4D interventions that lead to full immunisation.⁸⁰ We found a number of specific examples of research had been used to shape C4D strategies. For example, UNICEF Nigeria trained a total of 103 academics across a number of states⁸¹ in C4D principles and skills in 2015, who in turn led the collation of graduate level research reports on behaviours linked to MNCH. This research has helped inform strategic communications planning within MNCH programming. Similarly, in Kebbi state, a Knowledge, Attitudes and Practices (KAP) Survey was

⁸⁰ K19

⁸¹ Borno, Kano, Enugu, Kaduna, Sokoto, Niger, Nasarawa, Lagos, Ekiti, Benue, Plateau, Edo and Ogun.

completed in 2015; this helped identify key determinants of practice and was used to guide planning and implementation of an EU-funded MNCH project.⁸² Despite these good practices, the C4D Section could still benefit from capacity building in M&E and support in data gathering and building a greater evidence base around C4D. For instance, the evaluators could not find a document compiling all relevant research studies and evaluations pertaining to C4D in UNICEF Nigeria in one list. We were told it would take some time to collate such information and bring it together in one document.⁸³

Benchmark 3: There is evidence to suggest the approach taken to much of the C4D work is participatory. What the evaluators saw in the short time spent in the field appeared participatory. For example, the youth club in Rimau has a team of community responsive volunteers using participatory communication processes such as community dialogues, house-to-house mobilisation, songs and theatre to raise awareness to make Rimau and surrounding villages into 'healthy communities' (e.g. by agreeing to contribute and mobilise resources towards building toilets, forming a youth task force 'to check the menace of alcoholism' and ensuring every pregnant women in the village attends at least four ANC visits and delivers in a health facility). However, they have many challenges, such as 'no good harmony and leadership among the inhabitants of the community' and 'community not aware of their rights and proper channels to access justice'.⁸⁴ These show that participatory C4D is a continuous process and takes many meetings, dialogues, campaigns, etc. before change can happen.

The above example notwithstanding, it is unlikely that UNICEF-supported C4D work is always and consistently participatory, especially considering that such processes take time and implementing partners are under pressure to achieve results quickly. It was beyond the remit of this evaluation to do more than a superficial check on this benchmark given that assessing the quality of participation would have required observing communication being done in the field over time. This was not possible given available resources.

Benchmark 4: NCO has invested in building both internal and external C4D capacity. As already highlighted in Section 3.1, the NCO has made a significant investment in building internal C4D capacity through sending a large staff contingent to the Ohio and UPenn courses. Capacity building of partners is also a major focus of the C4D Section's work. There are comprehensive state-by-state capacity development programmes for government counterparts (including national state and LGA authorities and frontline workers) and implementing partners. Emphasis has been on training in community engagement for frontline staff of the National Orientation Agency and the National Youth Service Corps, health educators and radio producers/correspondents. For example, in 2015 UNICEF Nigeria built the capacity of 14,000 frontline workers in interpersonal communication with a focus on key family practices. The CO has established strategic partnerships to coordinate and support external C4D capacity development, for example with Ahmado Bello and Kaduna State Universities.

Benchmark 5: The C4D Section has developed some materials detailing best practices, innovations and learning, but much more could be done. Although the evaluators were not given a consolidated list of relevant materials or a description of how they had been used (despite requesting it), a range of material was shared with us. This included a case study on VCMs published on the Communications Initiative website;⁸⁵ promotion of ANC; uptake of community information boards; U-Report documentation; a cholera flipchart; and an Ebola virus disease flipchart.⁸⁶ While we were told all these materials were disseminated in some way it was difficult assess how widely. What we did not find evidence of was UNICEF playing the role of a knowledge hub on C4D and helping create communities of practice on C4D. Our impression was that, considering the size and importance of the Nigeria country programme and of the Nigeria C4D

⁸² AR 2015

⁸³ E-mail exchange with C4D specialist KI 9, 20 June 2016. No such document received by the evaluators to date.

⁸⁴ UNICEF Nigeria, Brief on Nutrition Project Kaduna, informal notes for consultant, March 2016.

⁸⁵ See <http://www.comminit.com/content/volunteer-community-mobilizer-network-nigeria>

⁸⁶ Internal documents/materials: full references not available but are listed in ARs (see, e.g., publication list, AR 2014).

Section, much more could be done to document and disseminate experiences and lessons learnt on C4D. As one of the largest C4D function in UNICEF, the NCO has an important role to play in helping UNICEF globally build up the evidence base on C4D and drive learning on what works.

3.3.3 Lessons learnt from building the C4D capacity of partners

Capacity development for partners is a priority for the C4D Section and progress is appreciable.

Building the C4D capacity of counterparts is an output in the country programme and a result for which C4D Section is accountable.⁸⁷ As such, it is a priority area of work for the C4D Section. According to the C4D Section, the focus of support to date has been on building partners' capacities to understand the principles, processes and platforms of C4D and how to apply the various theories in developing work plans. There is strong evidence to suggest this support is valued. The majority of the partners we interviewed indicated that they were satisfied with the C4D capacity support offered by UNICEF. One partner spoke of 'excellent support from UNICEF',⁸⁸ another of how the training received on community mobilisation had convinced them of the value of C4D⁸⁹ and another of how the support from UNICEF had helped build capacities, especially on how to develop a communications strategy.⁹⁰

We also found anecdotal evidence of the support leading to changes in knowledge and, in some cases, practice. One informant commented on how the director of nutrition in a partner agency had shown a noticeable shift in views towards C4D following UNICEF's support and now spoke of C4D as a key strategy for stimulating change at the community level.⁹¹ Another noted that, following UNICEF training, partners had really grasped that central to C4D is engaging families and communities in dialogue.⁹² We also heard how partners are increasingly more inclined to use data and evidence in writing funding proposals and how they utilise participatory approaches in interactions with stakeholders. For example, the C4D Section pointed towards specific examples of how the KAP studies that have been conducted by partner universities at state level are utilised for baseline and evidence-based planning by partners.⁹³

Some key partners' C4D capacity is still developing. The current C4D capacity of UNICEF's partners is mixed. Among those partners who are implementing community-based mobilisation (i.e. government departments and agencies like the National Youth Service Corps and the National Orientation Agency and the Broadcasting Commission) there seems to be a solid understanding of the core C4D concepts and methodologies. However, among ministries and agencies not directly charged with frontline community work, such as those responsible for Education and WASH, and the Ministries of Information and Health, capacity is much more nascent.⁹⁴ This requires UNICEF to carefully tailor its support depending on the partner. For example, while support to some partners may simply be through training, other partners require a much closer and involved relationship. The work that the Health Section, along with the C4D and Polio Communications Sections, has been doing with the Ministry of Health is a case in point. UNICEF has recently been advising and costing the whole of the primary health care strategy at national level for the Ministry of Health, including a separate marketing and behaviour change strategy⁹⁵ involving religious leaders and community engagement.⁹⁶

87 Output 49: 'MDAs, CSOs and institutions at subnational levels have C4D capacity to catalyse appropriate behaviours linked to improved health, nutrition, sanitation, hygiene, education, protection and HIV prevention'.

88 KI38; KI37; KI39

89 KI37

90 KI40

91 KI1

92 KI9

93 KI13

94 The evaluators heard this from at least four different NCO sections but could not corroborate it with partners since there was limited time to meet ministries and partners other than those involved directly in communications work.

95 It was noted that it was the Health Section staff who dealt with budgeting for C4D work by the Ministry of Health, not the C4D Section.

96 KI33

Surprisingly, given the strong focus within the NCO on building the C4D capacity of partners, there has been no systematic assessment of existing government capacities in C4D at either the state or the federal level. This is a noticeable gap. Given the differences in capacity across UNICEF Nigeria's partners, such an assessment would help provide a clearer picture of capacity gaps and strengths and arguably allow for more tailored support.

3.4. Evaluability of C4D interventions

This section presents our findings on the evaluability of C4D. The purpose of this section is to look at what potential there is for assessing the impact of C4D in the future. The framework that has been used to assess evaluability has two parts. First, is it 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 NCO Results Framework as a whole. Here we assessed whether it would be possible to assess the aggregate effects of C4D programming across the entire country programme. Our second unit of analysis comprised two interventions with significant C4D components.

The findings presented in this section have been informed by a range of data sources, including an in-depth review of the NCO results matrix and, for each of the C4D interventions, review of design and reporting documents. These were supplemented with interviews with key informants. In the case of two of the sampled interventions, the consultants visited the implementation during the field visit.

Key findings:

- The contribution of C4D to sector results could *in principle* be evaluated across the NCO Results Framework as there is a clear causal logic that links C4D outcomes through outputs and activities down to tasks. However, *in practice* the quality of the indicators and the absence of baseline data mean C4D is not evaluable.
- A more systematic use of KAP studies at baseline and endline would significantly improve the credibility of C4D results data.
- Both the individual programmes selected were judged to be evaluable *in principle*. Both had a clear logic in terms of how C4D activities linked to results. Only one of the projects was considered to be evaluable *in practice*, however. In this project there is a robust impact evaluation running alongside implementation of the project. The evaluation team is responsible for setting key C4D indicators and collecting data at baseline and endline. Based on the evaluation design, it will be possible to isolate the effects of the C4D activities and make a judgement on how effective they have been at changing behaviours.

In principle, C4D could be evaluable across the NCO Results Framework as a whole, but this would be difficult to do in practice because of weak indicators. There is clear causal logic that links C4D outcomes through outputs and activities down to tasks in the overall UNDAF framework and the NCO's rolling workplans.^{97 98} Table 8 provides an example of this logic in relation to a Child Protection outcome. As such, it would in principle be possible to evaluate C4D contribution to results in the Results Framework.

⁹⁷ UNDAF (UN Development Assistance Plan) NIGERIA 2014-2017

⁹⁸ Consolidated NCO and FO Detailed C4D 2014-15 Workplan 26 Jan 2015-1
EVALUATION OF UNICEF'S C4D CAPACITY AND ACTION – NIGERIA COUNTRY CASE STUDY

The challenge is that the data being collected on C4D results are weak and, as a result, the Results Framework will not be evaluable in practice.

Table 7: C4D results logic for Child Protection

<p>OUTCOME 12: By 2017, formal and non-formal social engagement systems and networks in identified groups and communities are able to participate in equitable and sustainable social development.</p>
<p>Output 48: Community processes, systems and frameworks for behaviour and social change facilitate the realization of the rights of children to improved health, nutrition, sanitation, hygiene, education, protection and HIV prevention in an integrated manner.</p>
<p>Example of indicator (from rolling workplan):⁹⁹ Number of communities where community-based organisations organise activities</p> <p>Example of planned activity (from rolling workplan): Support capacity development of community institutions on the application of C4D principles, processes and platforms</p> <ul style="list-style-type: none"> ○ No indicator, target or milestone <p>Example of sub-activity: Support Child Protection in strengthening advocacy and social mobilisation for birth registration</p> <ul style="list-style-type: none"> ○ No indicator, target or milestone <p>Example of task related to sub-activity: Organise days of ‘Public Declaration on Importance of Birth Registration’ by Muslim leaders/clerics/community influential in Kebbi and Adamawa states</p> <ul style="list-style-type: none"> ○ No indicator, target or milestone

The data are weak for two reasons. First, the indicators that are used are all process indicators. They measure the number of the number of people trained, the number of institutions with budgeted C4D plans of the number of community meetings held during a given period and so on. Whether or not such capacity building events, such as community mobilisation activities, etc., actually result in the realisation of rights or in catalysing appropriate behaviours is impossible to tell, only that a certain number has been done. It is not possible within the existing framework to trace impacts and attribute them to C4D activities because the indicators are not outcome-oriented. In order to be able to attribute changes to C4D activities there needs to be a much greater focus on KAP indicators. Take the example of Public Declaration Days. Counting the number that take place tells UNICEF nothing of their effectiveness. To do this, data need to be collected on what proportion of the audience register a change in their KAP towards birth registration as a result of attending the event. Without these data, UNICEF is unable to tell whether the numbers of births registered is rising because of the C4D activities or for other reasons completely independent of the Public Declaration Days (e.g. ease of registration procedure, lowering of costs, other incentives etc.). The second weakness in the data is that neither the C4D-related indicators in the UNDAF nor those in the rolling workplans have baseline data. In the absence of this, there is no way of discerning trends in the data. Likewise, none of the indicators has targets set against it.

A more systematic use of KAP studies at baseline and endline would significantly improve the credibility of C4D results data. While KAP studies are conducted in the NCO, we heard how these are often not followed up with mid-line or endline studies.¹⁰⁰ This significantly reduces their utility. The main reason cited was lack of funding for such studies. According to informants in C4D and the Media & External Relations Section, there had been plans to do a large-scale impact study of a C4D programme about three years ago, which was written into the joint workplan with Ministry of Information and the C4D Section but there were insufficient resources.¹⁰¹

The evaluability of the two sampled C4D projects is more positive. We selected two projects with significant C4D components and, again, looked at evaluability in principle and practice. These included a project focused on community mobilisation in Kaduna with youth groups promoting key family practices at community level; and an infant and young child feeding (IYCF) project in Kaduna implemented with the Nutrition Section in association with a US Agency for International Development (USAID)-funded programme called Strengthening Partnership Results in Nutrition Globally.

⁹⁹ RWP C4D 2014-15

¹⁰⁰ KI25

¹⁰¹ KI21

As indicated in Table 8 below, we rated the Kaduna youth clubs as green for evaluability in principle but amber in practice. The project is a sub-activity within the consolidated NCO workplan, aiming to support partnerships with children and youths as change agents to conduct peer-to-peer education and theatre for development and to catalyse behaviour and social change on key household practices for improved uptake of MNCH and HIV/AIDS services. It has a very strong focus on building the capacity of community institutions on the application of C4D principles, processes and platforms.

This project shows clear indicators and targets and appears to be monitored systematically, but there is no clear effort to isolate C4D work and thereby to prove a clear link between C4D activities (e.g. theatre for development) and outcomes (e.g. use of latrines) – although there is an implied connection in reports, from the youth groups and from the National Orientation Agency, between the holding of community mobilisation activities (i.e. community dialogues, theatre for development) and community members agreeing to and contributing to key household practices. For example, the evaluators saw a report from a community dialogue held in December 2015 in Ungwan Baita, Kafanchan, Kaduna state, in which five major outcomes were noted, such as ‘Community members agreed to contribute and mobilize resources toward building toilets’ and ‘Youths agreed to form a task force to check the menace of alcoholism and drug abuse in the community’. The fact that the above numbers of latrines, pumps, etc., were installed is used as a proxy indicator for the C4D activities having been effective.

The IYCF project in Kaduna was rated green for evaluability in principle and in practice. It promotes exclusive breastfeeding/community IYCF), with a strong C4D component consisting of women’s support groups and counselling supported by community volunteers who go door-to-door encouraging exclusive breastfeeding for the first six months. The evaluators observed part of the project in Kasuwa Magani community, Kaduna.

UNICEF produced a Community IYCF Counselling Package in 2010 that has now been adapted to the Nigerian context and produced in English and six local languages with the support of the Federal Ministry of Health.¹⁰² This is subject to an ongoing quasi-experimental evaluation conducted in one intervention LGA and one comparison LGA in the state of Kaduna, with quantitative and qualitative data collected at baseline and endline – 18 months after the start of programme implementation. The intervention LGA will be Kajuru and the comparison LGA will be Kauru, selected because of its similar geographic and socio-demographic characteristics to Kajuru. The endline is due in late 2016 or early 2017.¹⁰³

Because of the impact evaluation running alongside the implementation of this project, there is both a clear logic to how C4D activities contribute to results and systematic data collection that will provide robust evidence of the impact the C4D intervention (the counselling package) has had on breastfeeding practices.

Table 8: Results from the evaluability assessment of the 2014–17 Results Framework, a youth project for community mobilisation (Kaduna) and an IYCF nutrition project (Kaduna)

Evalability question and rating	NCO Results Framework	Youth programme Kaduna	IYCF nutrition Kaduna
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102 The package includes an Adaptation Guide, Facilitator’s Guide, Training Aids, Participant Materials, 24 IYCF Counselling Cards, Key Messages Booklet, take-home brochures, a Supervision, Mentoring and Monitoring Module and a Planning Guide with specific guidance for adaptation at country level, with an emphasis on the development of messages targeting cultural barriers to optimal breastfeeding and complementary feeding practices. Guidance and tools for data collection, monitoring, quality assurance and supervision, as well as development of contextually appropriate local graphics for training aids and counselling material, are also included. See <https://www.spring-nutrition.org/about-us/activities/evaluation-community-iyfc-counseling-package> (accessed 30 May 2016).

103 <https://www.spring-nutrition.org/> (accessed 18 March 2016).

<p><u>Is it possible <i>in principle</i> to evaluate the contribution of C4D to the impact of the intervention?</u></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>Red: Both programme logic and specific contribution of C4D are unclear; significant improvements needed before it would be, in principle, possible to evaluate.</p>	<p>GREEN</p> <p>Our review of the results framework indicated that it would be possible in principle to evaluate UNICEF's overall efforts around C4D by tracing the contribution of C4D to overall outcomes because the internal logic is clear.</p>	<p>GREEN</p> <p>This programme shows clear indicators and targets and the specific contribution of C4D activities is clearly articulated. It would be possible in principle to evaluate this programme.</p>	<p>GREEN</p> <p>This programme has a clear underlying logic in its design and good indicators relating to the C4D aspects, which are related specifically to community counselling and the use of a specific manual.</p>
<p><u>Is it possible <i>in practice</i> to evaluate the contribution of C4D to the impact of the intervention?</u></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> <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 about data quality and coverage. Significant improvements needed before it would be possible to, in practice, evaluate at CO level.</p>	<p>AMBER</p> <p>Our review of the Results Framework raised questions about the quality of the indicators and the collection of baseline data. Indicators relating to C4D are only process indicators (e.g. 'numbers of community mobilisers trained'), not outcome indicators. As far as we could ascertain, KAP studies are not done systematically at baseline and endline for all outputs and clear targets and milestones are not set and clearly monitored.</p>	<p>AMBER</p> <p>The programme is evaluable in principle but in practice there is an overreliance on proxy indicators in reports and there is no research being done to isolate the C4D efforts to prove a clear link between C4D activities and observed outcomes in key household practices.</p>	<p>GREEN</p> <p>This programme is being independently evaluated using quasi-experimental methods using an intervention site and a control site over time (longitudinal study), so this programme is clearly evaluable.</p>

4. Conclusions

4.1. C4D capacity development

UNICEF Nigeria's overall approach to C4D capacity development has been appropriate: by sending a relatively large number of staff to the US-based courses and combining that with annual workshops at the

regional level and some country level training and workshops, the NCO has been able to create a cadre of skilled C4D staff who service the rest of the organisation.

A core component of UNICEF Nigeria's approach to C4D capacity development was sending staff on the Ohio and UPenn courses. We found evidence that both courses have contributed to improvements in staff C4D knowledge and skills and that learning has been put into practice in a range of ways, from passing on C4D skills to partners to applying social norms theories to tackling FGM/C. The annual WCARO C4D network meetings have also been an effective means of building staff capacity and have provided a good supplement to the US-based C4D courses. There remains a need for further skills development in the area of M&E for C4D and strong demand for more regular and structured follow-up support, such as refresher training.

While the NCO's investment in C4D capacity development has generally been positive, it has still not succeeded in creating a unified understanding of C4D across all programme sections. One reason for this is that the NCO has focused its capacity development efforts on building the skills of a relatively small cadre of staff in C4D, Polio Communications and Child Protection. In the future, capacity development opportunities should be made available more widely in the CO. Another reason is continued scepticism as to the value and effectiveness of C4D among some senior managers. If C4D is to be embraced more fully by the NCO, more champions are needed and the NCO organisational culture needs to change. For this, the C4D Section needs to be more adept at convincing senior managers of the impacts of C4D, its value for money and why C4D should be a core competency for everyone in the organisation. The sustainability of the C4D capacity gains generated to date could be undermined unless this scepticism is addressed.

Capacity building in C4D and social norms could have been more relevant for the NCO as a whole if courses had been advertised more widely. If programme sections had known about their availability and if they had taken them up more widely, the courses might have helped the NCO reach a more unified understanding of C4D and generated a greater number of senior champions for C4D across the office.

4.2. Integration of C4D

UNICEF Nigeria's C4D strategy is clear and coherent and on paper C4D is well integrated into the plans and structures of UNICEF Nigeria. However, the evaluation has revealed significant challenges in making these structures and plans work in practice.

One of the key problems is that the C4D function lacks the human resources to meet the needs of the country programme. C4D staff are spread too thinly across sections and are managing too big portfolios. This causes delays in the support C4D provides to sections and sometimes an inability to deliver on agreed plans; this breeds frustration and leads to sections going around the C4D Section to contract external consultants directly to deliver the communications support they require. While the merger of C4D and Polio Communications is likely to ease these pressures, reducing the scope of the C4D Section's workload should also be considered. Focusing the section's attention and resources on a more limited number of behaviours would ensure higher quality support and in turn better implementation.

Financial resources for C4D are also a source of friction within the NCO. While the C4D Section believes programmatic sections, which control the bulk of available funding, are not releasing sufficient funding for the C4D Section, other sections see C4D as not available when needed, and not delivering sufficiently good value for money. The result is that, while there seem to be ample resources available, the amount of funding allocated to the C4D Section is inadequate for it to effectively deliver on its responsibilities. This situation is not helped by the fact that there are no standard operating procedures for systematically involving the C4D Section in proposal writing. Key to resolving this is greater investment in evidence generation on C4D to show its impact in a wide range of contexts – not just emergency ones such as polio and Ebola outbreaks.

4.3. Implementation of C4D

4.3.1 Experiences of implementing C4D

There have been successful and significant C4D efforts on HIV/AIDS awareness, polio vaccination acceptance and Ebola control: these are major success stories of recent years for UNICEF Nigeria. Other ongoing efforts on youth involvement in development (U-Reporting), birth registration, FGM/C and girls' education are also exciting efforts where C4D is key and which are showing positive signs of success, despite the strong prevalence of social norms that are not child-friendly, particularly in the northern part of the country.

It should be better recognised that a large amount of C4D work is actually done outside the C4D Section by the other programmatic sections (i.e. demand creation, community mobilisation, capacity building of partners in behaviour change techniques, etc.) but it is difficult to trace and track this in reports and budgets. This issue could be solved by better highlighting by the C4D Section of C4D activities in internal planning, monitoring and reporting.

4.3.2 Performance against the global C4D benchmarks

Across the five C4D benchmarks the NCO performs relatively well. The areas where the CO was strongest related to convening task forces and a working group to coordinate and plan C4D activities, and internal and external capacity development. However, on the 'Participation' benchmark (3), reconciling the aim of always working in a participatory style with the short-term emergency responses that are often demanded of the C4D Section in the current Nigerian context is a major challenge. There is a need for some strategising around C4D and emergencies. Another area for improvement is integrating the generation and use of evidence in the design and implementation of C4D strategies and documenting and sharing learning and best practice.

4.3.3 Lessons learnt from building the C4D capacity of partners

To date, UNICEF Nigeria has delivered a wide range of capacity building activities to partners. This support seems to be highly valued and there is anecdotal evidence that it is leading to improved C4D knowledge and practices. The needs of partners are, however, variable; some are well versed in C4D, others less so. This means a well-tailored capacity development approach is required. The fact that UNICEF Nigeria has not conducted a systematic capacity needs assessment of partners is therefore a gap.

There is also scope for more coordination in terms of how the NCO delivers C4D capacity building. Currently, it is led by individual sections and is fragmented, sometimes with consultants contracted by other sections acting independently of the C4D Section.

4.4. Evaluability of C4D

The contribution of C4D to sector results could *in principle* be evaluated across the NCO Results Framework, as there is a clear causal logic that links C4D outcomes through outputs and activities down to tasks. However, *in practice*, the quality of the indicators and the absence of baseline data mean C4D is not evaluable. A more systematic use of KAP studies at baseline and endline would significantly improve the credibility of C4D results data.

Both the individuals programmes selected were judged to be evaluable *in principle*. Both had a clear logic as to how C4D activities linked to results. Only one of the projects was considered evaluable *in practice*, however. In this project, there is a robust impact evaluation running alongside implementation of the project. The evaluation team is responsible for setting key C4D indicators and collecting data at baseline

and endline. Based on the evaluation design, it will be possible to isolate the affects of the C4D activities and make a judgement on how effective they have been at changing behaviours.

We suspect there are probably many C4D success stories to tell if only better quality indicators were set and more effort were made to collect monitoring data. Reporting and data management were a significant strength of the Polio Communications team; it is good that these skills and capacity are being brought over to the C4D Section. Efforts should be made to integrate the learning and practices of Polio Communications into C4D more widely. As a priority, there also needs to be a greater investment in evaluation and research into C4D because, without robust evidence of C4D's impact, it will be very difficult to convince sceptics of its value.

5. Recommendations

5.1. C4D capacity and capacity development

1. **Conduct a review of current C4D capacity internally and externally.** Assuming that the new C4D chief in the newly merged C4D structure will very soon be devising fresh strategies on a number of issues, UNICEF Nigeria should prioritise taking stock of existing skills, identifying gaps, devising detailed C4D capacity building plans and reviewing the human resource needs for the NCO and for implementing partners.
2. **Consider reducing the scope of C4D's workload or increase C4D staff numbers.** UNICEF Nigeria needs to consider EITHER substantially reducing the number of sector workplans the C4D Section supports (thereby reducing the number of priority behaviours to be targeted through C4D strategies) OR increasing the number of staff in the C4D Section (that is, if adding human resources from the Polio Communications team does not solve staff overstretch problems on C4D).
3. **Deliver a wider range of C4D capacity support.** In order to plug current gaps in C4D knowledge and skills, UNICEF Nigeria should consider the following capacity building measures (some of these the CO may want to lead, others could be requested through the WCARO regional C4D adviser):
 - Run internal short courses in C4D for managers and specialists in the technical sections to promote a more unified understanding of C4D. To ensure section chiefs also attend, they will have to be short, involve well-respected international resource people and be practically oriented towards the specific context of Nigeria and the region.
 - Run short courses to fill capacity gaps among existing C4D staff. Priority should be given to M&E.
 - Build the skills of C4D staff in adult teaching methods to better equip them to deliver C4D training and support to government and NGO counterparts.

5.2. Integration of C4D

4. **Invest in building greater understanding of C4D across the CO.** UNICEF Nigeria needs to invest in building a shared understanding and enthusiasm for C4D across the CO. The CO should therefore organise a retreat involving senior managers from all sectors working on behaviour change in order to promote better understanding and better integrated working practices and to take advantage of this moment in time when Polio Communications and C4D are merging.
5. **Ensure C4D staff are consistently involved in proposal development.** UNICEF Nigeria should put in place standard operating procedures that require the C4D Section to input into all proposals. Current practice is *ad hoc* and can lead to inadequate budgeting for C4D or in some cases C4D not being budgeted for at all.
6. **The C4D Section should promote itself more actively within the CO.** C4D Section should invest more in promoting itself and its services across the NCO. This should involve capturing, sharing and disseminating what works, lessons learnt, evidence, etc. and taking a more proactive stance about its achievements and the value C4D can bring to all programmes.

5.3. Implementation of C4D

7. **Collate existing evidence on what has been achieved to date through C4D and package this into appropriate communication material.** The C4D Section should gather all the positive stories and data that already exist about UNICEF's C4D impact in Nigeria. These could then be parcelled up into a series of briefs or an internal practice note and circulated to the NCO and field offices. Priority should be given to show-casing C4D's positive contribution to date on the issues of polio, Ebola control and HIV/AIDS awareness. This would help start building understanding in the CO of C4D's added value.

5.4. Evaluability of C4D

8. **Improve how C4D is monitored and reported in the next country programme.** As part of the next country programme, the NCO should ensure that the C4D indicators in the Results Framework measure not only process (e.g. the number of things happening) but also behaviour change (the extent to which practices are changing), and that data are collected on these indicators at baseline and endline through appropriately designed KAP surveys.
9. **Invest resources in conducting robust impact evaluations of C4D programmes.** One option would be to commission a portfolio evaluation of C4D activities within sectoral programmes to examine the value for money and the impacts of C4D activities undertaken over the past few years by the NCO. An independent evaluation of this kind would improve accountability and learning in an area where evidence gaps are a concern. Alternatively, the NCO could run more impact evaluations alongside C4D programmes, as is currently happening with the IYCF project in Kaduna.

ANNEXES

Annex 1 References

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Annex 2 List of stakeholders interviewed

Date	Type of interview: Individual/group	UNICEF staff	NGO/Government partners
28.2.16	individual	Olalekan Ajia – C4D Specialist	
29.2.16	individual	Jean Gough - Representative	
29.2.16	group	Polio team	
29.2.16	group	Reference group: Al-Umra Umar (interim C4D lead), Olalekan Ajia (C4D Specialist), Narendra Choudary (Data Manager), Naureen Naqvi (C4D Specialist Polio), Noma Owens-Ibie (C4D Specialist), Margaret Soyemi (C4D Officer); Denis Jobin (Chief PM&E)	
29.2.16	group	Child Protection Team: Rachel Harvey (Chief Child Protection), Sharon Oladiji (Child Protection Specialist), Maryam Enyiazazu (Child Protection Specialist)	
29.2.16	group	Ohio and UPenn course participants, Abuja: Al-Umra Umar; Naureen Naqvi (C4D Specialist Polio), Noma Owens-Ibie (C4D Specialist), Priyanka Khanna (Comms specialist Polio); Sharon Oladiji (Child Protection Specialist)	
1.3.16	individual	Education: Azuka Menkiti (Specialist)	
1.3.16	individual	Emergencies: Dominic Stolarow (Chief)	
1.3.16	group	HIV/AIDS: Dorothy Mbori-Ngacha (Chief); Abiola Davis (Specialist)	
1.3.16	group		Rose. O. Madu, DD/Head CRIB Federal Ministry of Information & Culture, Abuja; Falayi Temitoye, Senior Info officer Federal Ministry of Information & Culture, Abuja; Dick-Iruenabere Ufuoma Assistant Director National Youth Service Corps, Abuja; Abu Blessing Inspector 1, National Youth Service Corps, Abuja; Zira Zakka Nagga Senior Info officer Federal Ministry of Information & Culture, Abuja; Chantu Musa, Director National Orientation Agency, Abuja; Obinna Nwosu Assistant Chief Programme Officer National Orientation Agency, Abuja; Moh'd Sabo Adamu Chief Admin Officer, National Primary Health Care Development Agency, Abuja; Iweala-Oshioke Njideka Community Development Officer National Primary Health Care Development Agency, Abuja; Helen Iziegbe Akhigbe Assistant Chief Nursing Officer/MNCH Federal Ministry of Health, Abuja; Mohammed. M. Sada Director, Policy & Research National Broadcasting Commission, Abuja.
2.3.16	group	Kaduna Field team: Utpal Moitra (Chief); Margaret Duniya (C4D	

		Specialist); Olalkan Ajia (C4d specialist)	
2.3.16	group		Meeting with C4D partners in National Orientation Agency (NOA) Office Federal Secretariat, Kawo, Kaduna
2.3.16	group		Visit to Rimau Community in Kajuru LGA
2.3.16	group		Kajuru and meeting with Local Government Area (LGA) team (nutrition)
3.3.16	individual	Kannan Nadar (Chief WASH)	
3.3.16	group	Media and External Relations: Doune Porter (Chief) Geoffrey Njoku (Specialist)	
3.3.16	group	Skype meeting: C4D field specialists: Caroline Akosile (C4D Specialist, Lagos), Blessing Ejiolor (MER Specialist, Lagos), Hilary Ozoh (C4D Specialist, Enugu), Samuel Kaalu (MER, Bauchi Office), Nkiru Maduechesi (Child Protection, Enugu)	
3.3.16	group	Denis Jobin, Chief PME; Binta Isah-Ismail (PME)	
3.3.16	individual	Dr Aboubacar Kampo, Chief of Health	
3.3.16	group	By email: Charles Nzuki (Chief, Enugu Field Office), Abdulai Kaikai (Chief, Bauchi Office)	
4.3.16	group	Arjan de Wagt (Chief Nutrition); Nawshad Ahmed (PME); plus reference group	
4.3.16	Individual	Tommi Laulajainen, Acting Chief, C4D-Polio Comm.	

Annex 3 Terms of reference

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”.¹⁰⁴ 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 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 organisation. Since 2010, country offices have begun reporting on C4D as a key performance indicator and C4D also

¹⁰⁴ UNICEF Intranet; <https://intranet.unicef.org/pd/cbsc.nsf>; last accessed 10 September 2014.

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 organisational **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 organisation 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 organisational 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.¹⁰⁵

¹⁰⁵ C4D Strategic Vision and Policy Framework for Implementation of UNICEF’s Strategic Plan 2014-2017, Draft of June 2014.
EVALUATION OF UNICEF’S C4D CAPACITY AND ACTION – NIGERIA COUNTRY CASE STUDY

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 organisational 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.
- 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 UNICEF¹⁰⁶. 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.

¹⁰⁶ 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)

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

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 organisational 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 organisation 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.

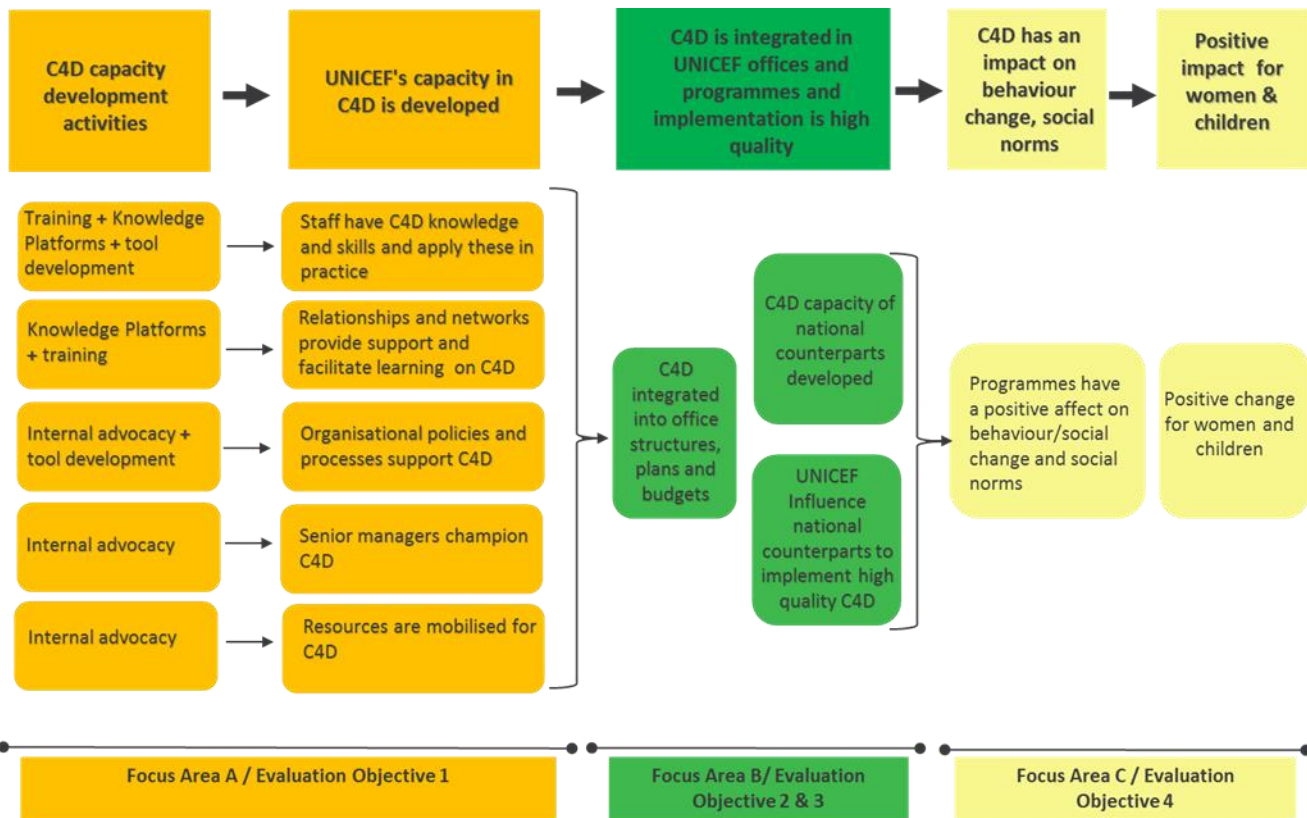
The main deliverables include the following:

- 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"> - Review of C4D training and learning programmes, as well as strategies and systems - Desk review - 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
Focus area A. CAPACITY DEVELOPMENT			
EQ 1. How coherent and appropriate is UNICEF's organisational C4D capacity development framework?¹⁰⁷			
1.1 How well does the CD framework respond to UNICEF's C4D capacity needs?	<ul style="list-style-type: none"> Alignment between CD framework and outcomes of the 2006 and 2008 capacity needs assessments 	<ul style="list-style-type: none"> CD Framework; 2006 and 2008 capacity needs assessments Stakeholders at HQ: C4D Section, OLDS 	<ul style="list-style-type: none"> Document review Key informant Interviews (KIIs)
1.2 To what extent does the CD framework provide a clear vision and strategic direction to C4D capacity development efforts?	<ul style="list-style-type: none"> CD framework underpinned by clear theory of change CD framework includes clear and measurable goals and objectives Components of CD framework aligned and support each other 	<ul style="list-style-type: none"> CD Framework Stakeholders at HQ: C4D Section, OLDS Stakeholders at RO: regional C4D advisors Stakeholders at CO: C4D staff 	<ul style="list-style-type: none"> Document review KIIs
1.3 To what extent has the CD framework evolved in response to changing needs / demands and learning?	<ul style="list-style-type: none"> Revision of CD Framework in response to internal and external needs/demands Revision of CD Framework in response to learning 	<ul style="list-style-type: none"> CD Framework; C4D strengthening initiative; C4D Vision and Policy 2014-17 Stakeholders at HQ: C4D Section, OLDS Stakeholders at RO: regional C4D advisors 	<ul style="list-style-type: none"> Document review KIIs
EQ 2. How effective has UNICEF's technical guidance¹⁰⁸ 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?			
2.1 To what extent does the technical guidance provide a comprehensive package of support on C4D?	<ul style="list-style-type: none"> Number, sector, geography of C4D technical guidance produced Evidence of gaps in coverage (sector, issue, geography etc) 	<ul style="list-style-type: none"> Technical guidance reports / document Stakeholders at RO: regional C4D advisors Stakeholders at CO: C4D advisors, technical advisors involved in programmes with C4D components 	<ul style="list-style-type: none"> Document review KIIs Survey C4D staff

¹⁰⁷ 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

¹⁰⁸ The definition of Technical Guidance used in the evaluation is: written documentation such as: toolkits, guides, and manuals.

<p>2.2 To what extent is the guidance used and has it contributed to changes in practice? Why / Why not?</p>	<ul style="list-style-type: none"> Evidence that technical guidance being read/used Evidence of technical guidance contributing to improved knowledge and skills Evidence that technical guidance contributing to changes in practice Barriers and enablers of use and changes to practice 	<ul style="list-style-type: none"> Stakeholders at RO: regional C4D advisors Stakeholders at CO: C4D advisors, technical advisors involved in programmes with C4D components 	<ul style="list-style-type: none"> KIIs Survey of C4D staff
<p>2.3 Has the guidance been integrated with other capacity development initiatives such as training?</p>	<ul style="list-style-type: none"> Extent to which technical guidance referenced in material from other capacity development interventions 	<ul style="list-style-type: none"> Technical guidance reports / document; material from other CD initiatives Stakeholders at HQ: C4D Section, OLDS External stakeholders: Designers of CD initiatives Stakeholders at RO: Regional C4D advisors Stakeholders at CO: C4D advisors 	<ul style="list-style-type: none"> Document review (using checklist) KIIs
<p>2.4 How effectively does the technical guidance integrate cross-cutting issues such as human rights, gender equality and equity?</p>	<ul style="list-style-type: none"> Level of integration of human rights in technical guidance documents Level of integration of gender equality in technical guidance documents Level of integration of participatory approaches into technical documentation Level of integration of approaches to towards the inclusion of people with disabilities 	<ul style="list-style-type: none"> Technical guidance reports / documents 	<ul style="list-style-type: none"> Document review using template for assessing integration of cross-cutting issues
<p>EQ 3. To what extent have the overall results (goals and objectives) of UNICEF’s organisational C4D capacity development framework been realized?¹⁰⁹ What factors have supported / hindered the achievement of results in terms of capacity strengthening?</p>			
<p>3.1 To what extent have staff at regional and country levels improved their knowledge</p>	<ul style="list-style-type: none"> Improvement in knowledge and skills to design and 	<ul style="list-style-type: none"> Stakeholders at RO: Regional C4D advisor / focal point, past 	<ul style="list-style-type: none"> KIIs Survey of C4D staff

¹⁰⁹ 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 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>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?</p>	<p>implement C4D programmes</p> <ul style="list-style-type: none"> Evidence of skills being put into practice Barriers / enablers of improvements in knowledge, skills and practice 	<p>participants of C4D CD initiatives</p> <ul style="list-style-type: none"> Stakeholders at CO: Section Chiefs, C4D advisors/focal points, technical leads/specialists, Deputy Country Representative, communication specialists, facilitators / trainers of C4D CD initiative
<p>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?</p>	<ul style="list-style-type: none"> Accountabilities and responsibilities across different levels established and understood Oversight, support and learning taking place between HQ, RO and CO Strength, diversity and effectiveness of relationships with external experts / partners at HQ, RO and CO levels Barriers / enablers of support and learning between levels 	<ul style="list-style-type: none"> Stakeholders at HQ: C4D Section, Sector sections Stakeholders at RO: Regional C4D advisor / focal points, Stakeholders at CO: C4D advisors/focal points, national partners <ul style="list-style-type: none"> KIIs Survey of C4D staff
<p>3.3 To what extent do core organisational policies and processes at the global level support the integration of C4D in programmes?</p>	<ul style="list-style-type: none"> Level of integration of C4D in core UNICEF policies and processes (eg MORES, guidance on SitAnalysis, guidance on CPDs, UNDAF etc) 	<ul style="list-style-type: none"> Core policies and process associated with planning and reporting including: PPPM, MORES, CPD templates and guidance etc. Stakeholders at HQ: C4D Section, Field Results Group, Data, Research and Policy Division Stakeholders at RO: Regional C4D advisor / focal Points, Stakeholder at CO: Section Chiefs, C4D advisors/focal points, Deputy Representatives <ul style="list-style-type: none"> Document Review KIIs
<p>3.4 To what extent have C4D champions been created among senior managers at the global, regional and country level?</p>	<ul style="list-style-type: none"> Senior managers see value of C4D Senior managers publicly communicate support for C4D Senior managers allocate resources to C4D 	<ul style="list-style-type: none"> Stakeholders at HQ: Division Directors, Associate Directors Stakeholder at RO: Regional and Deputy Regional Director, Regional C4D advisor / focal point, Chief of Communications Stakeholder at CO: Country and Deputy Country Representative, Section Chiefs, C4D advisors/focal points, technical leads/specialists, Directors of communications, communication specialists <ul style="list-style-type: none"> KIIs Survey of C4D staff

EQ 4. To what extent were the C4D capacity development initiatives¹¹⁰ relevant?

For each capacity development initiative:

<p>To what extent did the initiative respond to a defined need and demand?</p>	<ul style="list-style-type: none"> • Learning objectives of the initiative responded to a clear need within UNICEF • Initiative relevant to participant's contexts • Initiative has sufficient focus on practical application 	<ul style="list-style-type: none"> • Course planning documents eg needs assessment, concept notes, programme structure • Stakeholders at HQ: C4D Section, Human resources /OLDS, • External stakeholders: Facilitators/trainers on C4D CD courses; managers of C4D CD initiatives • Stakeholders at RO: Regional C4D advisor / focal point, Past participants of C4D capacity development • Stakeholders at CO: C4D advisors/focal points, Past Participants of C4D capacity development 	<ul style="list-style-type: none"> • Document review • KIIs • Survey of C4D staff
<p>Did the initiative engage the right people?</p>	<ul style="list-style-type: none"> • Clear set of criteria for participant selection • Alignment of past participants with selection criteria 	<ul style="list-style-type: none"> • Entry criteria and participants lists • Stakeholders at HQ: C4D Section, Sector sections, Human resources /OLDS, Facilitators/trainers on C4D capacity development courses • Stakeholders at RO: Regional C4D advisor / focal point, Past Participants of C4D capacity development • Stakeholders at CO: C4D advisors/focal points, Past Participants of C4D capacity development 	<ul style="list-style-type: none"> • Document review • KIIs
<p>Was the structure of the initiative and the methods and approaches used appropriate to the audience and their learning needs?</p>	<ul style="list-style-type: none"> • Learning methods aligned with learning needs • Mix of learning methods used to accommodate different learning styles and to support practical application 	<ul style="list-style-type: none"> • Capacity Development Course Material • Stakeholders at HQ: C4D Section, Sector sections, Human resources /OLDS, Facilitators/trainers/manager of C4D CD courses • Stakeholders at RO: Regional C4D advisor / focal point, Chief of Communications; Past Participants of C4D CD initiative • Stakeholders at CO: C4D advisors/focal points, Past Participants of C4D CD initiative 	<ul style="list-style-type: none"> • Document review • KIIs

EQ 5. To what extent have the C4D capacity development initiatives been effective?

¹¹⁰ 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.

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

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

<p>To what extent are the knowledge platforms used?</p>	<ul style="list-style-type: none"> • Web hits and downloads from facebook page and intranet site • Attendees at Networks meetings • Subscribers to Newsletter • Perceived value of the platforms for knowledge 	<ul style="list-style-type: none"> • Monitoring data from platforms • Stakeholders at RO: C4D advisors/focal points, technical leads specialists • Stakeholders in CO: C4d advisors/focal points, technical leads specialists 	<ul style="list-style-type: none"> • Document review • KIIs • Survey of C4D staff
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<p>To what extent have the knowledge platforms helped create an internal community of practice between C4D practioners?</p>	<ul style="list-style-type: none"> • Extent of new relationships formed as a result of attending networking events 	<ul style="list-style-type: none"> • Stakeholders at RO: C4D advisors/focal points, technical leads specialists 	<ul style="list-style-type: none"> • Survey of C4D staff • KIIs
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	<ul style="list-style-type: none"> Subsequent use of networks to provide support on C4D 	<ul style="list-style-type: none"> Stakeholders in CO: C4d advisors/focal points, technical leads specialists 	
EQ 6. To what extent were concerns for <i>economy</i> and <i>efficiency</i> part of the design and implementation of the C4D capacity development interventions?			
Were issues of economy and efficiency considered as part of the design process?	<ul style="list-style-type: none"> Consideration given to different implementation strategies and their relative costs as part of the design process of CD initiatives Reach, quality and cost considered and effectively balanced as part of design of the CD initiatives 	<ul style="list-style-type: none"> Design Documents, concept notes, proposals Stakeholders at HQ: Designers of the CD initiative External stakeholders: Designers of CD initiative 	<ul style="list-style-type: none"> Document review KIIs at HQ and externals
Were economy and efficiency managed as part of the implementation process?	<ul style="list-style-type: none"> Synergies identified with other CD initiatives which reduce could costs Cost driver identified and actively managed during implementation 	<ul style="list-style-type: none"> Stakeholders at HQ: C4D Section, Human resources /OLDS Stakeholders at CO: Section Chiefs, C4D advisors/focal points, technical leads/specialists, Directors of communications, communication specialists 	<ul style="list-style-type: none"> KIIs at HQ, and CO
Are there economy or efficiency issues that have / could compromise sustainability and scale up of the CD initiatives?	<ul style="list-style-type: none"> Balance between cost, reach and learning quality of CD initiatives 	<ul style="list-style-type: none"> Budgets, Data on reach, data in effectiveness Stakeholders at HQ: C4D Section, Human resources /OLDS External stakeholders: Designers/managers of the CD initiative 	<ul style="list-style-type: none"> Document review KIIs
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?			
What are the different strategies that have been used to strengthen C4D capacity among counterparts at the country level?	<ul style="list-style-type: none"> Strategies used to strengthen C4D capacity among counterparts at CO level, grouped by type, sector and country 	<ul style="list-style-type: none"> CD course material / agendas; participants lists etc Stakeholders at CO: C4D advisors/focal points, technical leads, national partners 	<ul style="list-style-type: none"> Document review KIIs
What has been the experience of using these different strategies?	<ul style="list-style-type: none"> Positive experience of COs strengthening counterparts C4D capacity and reasons why Challenges experienced by COs in strengthening counterparts C4D capacity and reasons why 	<ul style="list-style-type: none"> Stakeholders at CO: C4D advisors/focal points, technical leads, national partners 	<ul style="list-style-type: none"> KIIs
EQ 8. What are the factors that could undermine the sustainability of the results that have been achieved from the capacity development interventions?			

No sub-question required	<ul style="list-style-type: none"> • Technical factors undermining C4D gains • Organisational factors undermining the sustainability of C4D capacity • Financial factor undermining the sustainability of C4D capacity 	<ul style="list-style-type: none"> • Stakeholders at HQ: C4D Section • Stakeholders at RO: Regional C4D advisor / focal point • Stakeholders at CO: C4D advisors/focal points, technical leads 	<ul style="list-style-type: none"> • KIIs
Focus area B. INTEGRATION			
EQ 9. How far has C4D been integrated into office structures, strategies, plans and resourcing at global, regional and country level?			
<i>Global</i>			
How integrated is C4D into the 2014-17 MTSP and associated reporting?	<ul style="list-style-type: none"> • Level of integration of C4D in 2014-17 MTSP • Level of reporting on C4D in Annual Report of the Executive Director 	<ul style="list-style-type: none"> • 2014-17 MTSP; Annual Report of the Executive Director 2014 & 2015 • Stakeholders at HQ: Data, Research and Policy Division and C4D Section 	<ul style="list-style-type: none"> • Document review using Integration Assessment Framework • KIIs
How has this changed since the last MTSP (2008-13) and what are the implications of these changes?	<ul style="list-style-type: none"> • Level of integration of C4D in 2008-13 MTSP • Level of reporting on C4D in Annual Report of the Executive Director • Change in level of integration and reporting between two MTSP periods • Reported implication of changes 	<ul style="list-style-type: none"> • 2014-17 MTSP and 2008-13 MTSP; Annual Report of the Executive Director 2014 - 2015 and 2008 – 2013. • Stakeholders at HQ: Stakeholders from Data, Research and Policy Division and C4D Section • Stakeholders at RO: regional C4D advisors • Stakeholders at RO: Deputy Representative 	<ul style="list-style-type: none"> • Document review using Integration Assessment Framework • KIIs
How has the integration of C4D into sector planning and reporting changed between 2010-15?	<ul style="list-style-type: none"> • Change in the level of integration of C4D in sector strategies between 2010-2015 • Quality of the reporting on C4D 	<ul style="list-style-type: none"> • Sectoral strategies, Annual Plans and reports • Stakeholders at HQ: C4D Section, Data Research and Policy Division 	<ul style="list-style-type: none"> • Document Review using Integration Assessment Framework • KIIs
How have staffing arrangements for C4D staff at the global level changed between 2010-15?	<ul style="list-style-type: none"> • Change in the number and level of C4D staff at HQ level between 2010-2015 	<ul style="list-style-type: none"> • Data on staffing level (numbers and levels) • Stakeholders at HQ: C4D Section, technical leads 	<ul style="list-style-type: none"> • Document Review using Integration Assessment Framework • KII

	(disaggregated by Section)		
How has funding for C4D changed at HQ level between 2010-15?	<ul style="list-style-type: none"> Changes in the level of C4D funding between 2010-15 	<ul style="list-style-type: none"> Resourcing plans, budgets Stakeholders at HQ: C4D section 	<ul style="list-style-type: none"> Document review using Integration Assessment Framework KII
Regional			
How has the integration of C4D into regional offices planning and reporting changed between 2010-15?	<ul style="list-style-type: none"> Existence of strategy and / or plan Quality of strategy and/or plan Budget exists to support implementation of the strategy / plan 	<ul style="list-style-type: none"> Regional C4D strategies / plans Stakeholders at RO: C4D advisors 	<ul style="list-style-type: none"> Document Review using Integration Assessment Framework KIIs
How have staffing arrangements for C4D staff at the regional level changed between 2010-15?	<ul style="list-style-type: none"> Changes in the number and level of C4D staff across regional offices between 2010-15 	<ul style="list-style-type: none"> Data on staffing level (numbers and levels) 	<ul style="list-style-type: none"> Document review using Integration Assessment Framework
Country			
To what extent is C4D integrated into the Situational Analysis, CPDs, and results frameworks at country level?	<ul style="list-style-type: none"> Level of integration of C4D in Situational Analysis Level of integration of C4D in CPD Level of integration of C4D in Results Frameworks 	<ul style="list-style-type: none"> Situational Analysis; CPD, Results Framework Stakeholders at CQ: C4D staff, Deputy Representative 	<ul style="list-style-type: none"> Document review using Integration Assessment Framework KIIs
Are C4D strategies resourced?	<ul style="list-style-type: none"> Resourcing exists to support planned C4D strategies 	<ul style="list-style-type: none"> Resource plans, budgets Stakeholders at CO: Section Chiefs, Deputy Representative, C4D advisors/focal points, 	<ul style="list-style-type: none"> Document review using Integration Assessment Framework KIIs
To what extent is C4D reported on through Annual Reviews, Mid-Term Evaluations and Final Report?	<ul style="list-style-type: none"> Level of integration of C4D in reporting 	<ul style="list-style-type: none"> Annual Reviews, Mid-Term evaluation and final reports Stakeholders at CO: Section Chiefs, Deputy Representative, C4D advisors/focal points, 	<ul style="list-style-type: none"> Document review using Integration Assessment Framework KIIs

<p>How is the C4D function set up / managed and resourced at country level?</p>	<ul style="list-style-type: none"> • Structural configurations at country level • Changes in staffing between 2010-15 	<ul style="list-style-type: none"> • Stakeholders at CO: Country and Deputy Country Representative, Section Chiefs C4D advisors/focal points, Directors of communications, communication specialists, 	<ul style="list-style-type: none"> • KIIIs
<p>EQ 10. Is the level of integration and coverage sufficient and consistent enough to meet programming requirements for different types of countries?</p>			
<p><i>Global</i></p>			
<p>Does the C4D section have sufficient resources to setting standards, building partnerships, quality assure and provide capacity development?</p>	<ul style="list-style-type: none"> • Comparison between current capacity and formal roles and responsibilities on C4D • Comparison between current capacity and demand/need for services 	<ul style="list-style-type: none"> • Stakeholders at HQ: C4D Section, Sector sections, Human resources /OLDS, technical leads 	<ul style="list-style-type: none"> • KIIIs
<p><i>Regional</i></p>			
<p>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?</p>	<ul style="list-style-type: none"> • Comparison between current capacity and formal roles and responsibilities on C4D • Comparison between current capacity and demand/need for services • Enablers/barriers to integration 	<ul style="list-style-type: none"> • Stakeholders at RO: Regional and Deputy Regional Director, Regional C4D advisor / focal point, Chief of Communications; communication specialists 	<ul style="list-style-type: none"> • KIIIs
<p><i>Country</i></p>			
<p>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?</p>	<ul style="list-style-type: none"> • Comparison between current capacity and formal roles and responsibilities on C4D • Comparison between current capacity and demand/need for services • Enablers/barriers to integration 	<ul style="list-style-type: none"> • Stakeholders at CO: Country and Deputy Country Representative, Section Chiefs C4D advisors/focal points, Directors of communications, communication specialists 	<ul style="list-style-type: none"> • KIIIs

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?

<p>In those countries that have invested heavily in C4D, what has worked and what has not? Why?</p>	<p>No indicator needed</p>	<ul style="list-style-type: none"> Stakeholders at CO: Country and Deputy Country Representative, Section Chiefs C4D advisors/focal points, Directors of communications, communication specialists Stakeholders at RO: C4D advisor 	<ul style="list-style-type: none"> KIIs
<p>In what ways has investment in C4D capacity development influenced C4D implementation?</p>	<p>No indicators needed</p>	<ul style="list-style-type: none"> Stakeholders at CO: Country and Deputy Country Representative, Section Chiefs C4D advisors/focal points, Directors of communications, communication specialists Stakeholders at RO: C4D advisor 	<ul style="list-style-type: none"> KIIs

EQ 12. To what extent have the benchmarks for C4D implementation been applied?

<p>Are there any common strengths and weaknesses in the implementation of benchmarks?</p>	<ul style="list-style-type: none"> Utility of the benchmarks 	<ul style="list-style-type: none"> Planning, Monitoring and Reporting, and evaluation documentation, Minutes from meetings, Agenda's from meetings etc. Stakeholder at CO: Country and Deputy Country Representative, Section Chiefs C4D advisors/focal points, Directors of communications, communication specialists 	<ul style="list-style-type: none"> Document review using Benchmark Assessment Framework KIIs
<p>What are the factors which help explain implementation (or not) of the benchmarks?</p>	<ul style="list-style-type: none"> Enabling factors for the implementation of the benchmarks 	<ul style="list-style-type: none"> Stakeholders at CO: C Country and Deputy Country Representative, Section Chiefs C4D advisors/focal points, Directors of communications, communication specialists 	<ul style="list-style-type: none"> Document review using Benchmark Assessment Framework KIIs
<p>Based on the benchmarks, what conclusions can be drawn on the quality of C4D programming at country level?</p>	<ul style="list-style-type: none"> Evidence of quality C4D programming based on observations using the benchmarks 	<ul style="list-style-type: none"> Stakeholders at CO: Country and Deputy Country Representative, Section Chiefs C4D advisors/focal points, Directors of communications, communication specialists 	<ul style="list-style-type: none"> Document review using Benchmark Assessment Framework KIIs

Focus area C. EVALUABILITY

EQ13. What is the potential for assessing C4D interventions impact in various settings in the future?

For a sample of C4D interventions from across different contexts:

<p>Is it possible in principle to evaluate the contribution of C4D to the impact of the intervention?</p>	<ul style="list-style-type: none"> Underlying logic (theory of change) of the programme clear Behaviour changes, shifts in social norms, social mobilisation and/or advocacy clearly articulated in the programme logic 	<ul style="list-style-type: none"> Design, monitoring and reporting, and evaluation documentation of an intervention Stakeholders at CO: C4D advisors/focal points, technical leads/specialists, national partners 	<ul style="list-style-type: none"> Document review using Evaluability Assessment Framework KIIs
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	<ul style="list-style-type: none"> • Causal logic clear on how the C4D intervention contributes to behaviour change / social norms outcomes clear 		
<p>Is it possible in practice to evaluate the contribution of C4D to the impact of the intervention?</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Design, monitoring and reporting, and evaluation documentation of an intervention • Stakeholders at CO: C4D advisors/focal points, technical leads/specialists, national partners 	<ul style="list-style-type: none"> • Document review using Evaluability Assessment Framework • KIIs

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

All data collection for this evaluation is being undertaken in line with the UNEG ethical guidelines for evaluations¹¹¹. 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.

¹¹¹ <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
 - 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
 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]
 - a. Health (N/A, not at all, to a small extent, to a moderate extent, to a great extent)

- 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)

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]

- a. Health (n/a, not at all, to a small extent, to a moderate extent, to a great extent)
- 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)

23. Has the CO documented any innovations, best practices, or locally contextualised tools / guides in C4D in the last 5 years? (Yes, No)

- a. 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)

- a. 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]:

- 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>1. New or existing mechanisms (task forces, working groups etc.) are established and functioning to plan, coordinate and strengthen C4D activities.</p>	<ul style="list-style-type: none"> • Red: There is no evidence of any groups or task forces trying to coordinate C4D activity in the country; • Amber: 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; • Yellow: Nascent multi-Partner, government-led Planning & Coordination Mechanism for C4D exists at the National or Subnational Levels. UNICEF is playing a role in these; • Green: There is evidence of the following: An established Multi-Partner, government-led Planning & 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.
<p>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</p>	<ul style="list-style-type: none"> • Red: There is no evidence C4D plans/interventions being informed by relevant data from monitoring, evaluation, behavioural analysis or analysis of the communications context. • Amber: There is evidence of C4D plans/interventions being informed by one of the following: monitoring data, evaluations, behavioural analysis, analysis of the communications context; • Yellow: There is evidence of C4D plans/interventions being informed by two of the following: monitoring data, evaluations, behavioural analysis, analysis of the communications context; • Green: 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
<p>3. Participatory processes are used to engage community representatives and members into sector programmes/interventions</p>	<ul style="list-style-type: none"> • Red: No evidence of the use of participatory process being used; • Amber: Some evidence of participatory processes being used; • Yellow: evidence of participatory processes being used, but with room for improvement; • Green: High level of evidence of participatory approaches being used
<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"> • Red: No evidence of plans/initiatives/ongoing programmes to strengthen capacity; • Amber: Some evidence of plans/initiatives/ongoing programmes to strengthen capacity, but these are primarily UNICEF focused; • Yellow: There is evidence of UNICEF and external focused capacity support, but with areas for improvement; • Green: 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.
<p>5. C4D best practices, impact assessments, tools, resources, innovations and lessons learned are documented and disseminated among key audiences.</p>	<ul style="list-style-type: none"> • Red: No evidence of key resources being documented and shared among key stakeholders; • 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

