UNICEF Global Evaluation Report Oversight System (GEROS) Review Template

Colour Coding	CC	Dark green	Green	Amber	Red	White	The key questions are highlighted as shown here, and are important questions in guiding the analysis of the section
	Questions	Outstanding	Yes	Mostly Satisfactory	No	Not Applicable	
	Section & Overall Rating	Outstanding, best practice	Highly Satisfactory	Mostly Satisfactory	Unsatisfactory		The Cornerstone questions are in column J and are questions that need to be answered for rating and justification of each of the six sections

UNEG Standards for Evaluation in the UN System	UNEG Norms for Evaluation in the UN System	UNICEF Adapted UNEG Evaluation Report Standards

	Response	
Title of the Evaluation Report	**EVALUATION OF UNICEF PROGRAMMES TO PROTECT CHILDREN IN EMERGENCIES: Synthesis Report**	

Report sequence number	2013/007	Date of Review	06/02/2014	Year of the Evaluation Report	2013
Region	Corporate (HQ)			Country	USA
Type of Report	Evaluation			TORs Present	Yes
Name of reviewer	**Universalia Management Group**				

Classification of Evaluation Report		Comments
Geographic Scope (*Coverage of the programme being evaluated & generalizability of evaluation findings*)	1.5 Multi-region/Global: The programme is implemented in two or more regions, or deliberately targets all regions. The evaluation would typically sample several countries across multiple regions, with the results intended to be generalizable in two or more regions.	Global Synthesis (Colombia, DRC, Pakistan, South Sudan)
Management of Evaluation (*Managerial control and oversight of evaluation decisions*)	2.1 UNICEF managed: Working with national partners of different categories UNICEF is responsible for all aspects of the evaluation.	
Purpose (*Speaks to the overarching goal for conducting the evaluation; its raison d'être*)	3.7 Programme: An evaluation of a sectorial programme to determine its overall effectiveness and efficiency in relation to the stated goals and objectives	
Result (*Level of changes sought, as defined in RBM: refer to substantial use of highest level reached*)	4.3 Impact: Final results of a programme or policy on the intended beneficiaries and, where possible, on comparison groups. Reflects the cumulative effect of donor supported programmes of cooperation and national policy initiatives.	
MTSP Correspondence (*Alignment with MTSP focus area priorities: (1) Young child survival and development; (2) Basic education and gender equality; (3) HIV/AIDS and children; (4) Child protection from violence, exploitation and abuse; and (5) Policy advocacy and partnerships for children's rights*)	5.3 Cross-cutting: Addresses issues that are named as cross-cutting strategies of the MTSP or otherwise known to operate within all MTSP areas. Includes but is not limited to the human rights-based approach to programming, gender equity, knowledge management, evaluation, & communication for development.	
Level of Independence (*Implementation and control of the evaluation activities*)	6.3 Independent external: The evaluation is implemented by external consultants and/or UNICEF Evaluation Office professionals. The overall responsibility for the evaluation lies outside the division whose work is being evaluated.	
Approach	7.3 Summative and formative: An evaluation that combines the elements of a formative and a summative evaluation.	

SECTION A: OBJECT OF THE EVALUATION

Question	cc	Remarks	A/ Does the report present a clear & full description of the 'object' of the evaluation?	Constructive feedback for future reports

Object and context

A/ Does the report present a clear & full description of the 'object' of the evaluation?
The report should describe the object of the evaluation including the results chain, meaning the 'theory of change' that underlies the programme being evaluated. This theory of change includes what the programme was meant to achieve and the pathway (chain of results) through which it was expected to achieve this.
The context of key social, political, economic, demographic, and institutional factors that have a direct bearing on the object should be described. For example, the partner government's strategies and priorities, international, regional or country development goals, strategies and frameworks, the concerned agency's corporate goals & priorities, as appropriate.

Constructive feedback for future reports
Including how to address weaknesses and maintaining good practice

1 Is the object of the evaluation well described?
This needs to include a clear description of the interventions (project, programme, policies, otherwise) to be evaluated including how the designer thought that it would address the problem identified, implementing modalities, other parameters including costs, relative importance in the organization and (number of) people reached. — *Outstanding*

2 Is the context explained and related to the object that is to be evaluated?
The context includes factors that have a direct bearing on the object of the evaluation: social, political, economic, demographic, institutional. These factors may include strategies, policies, goals, frameworks & priorities at the: international level; national Government level; individual agency level — *Outstanding*

3 Does this illuminate findings?
The context should ideally be linked to the findings so that it is clear how the wider situation may have influenced the outcomes observed. — *Outstanding*

Remarks (Object and context): Section 1.2 provides an excellent overview of the context surrounding the object of the evaluation, including the effects of conflict and disasters on child protection efforts. The subsequent section (1.3) specifies how UNICEF approaches child protection vis-à-vis emergencies, in general, describes the components of a child protection system, as well as outlines the different pillars of the Child Protection Strategy and the Core Commitments for Children. The normative and legal frameworks surrounding Child Protection in Emergencies are then listed and described (p. 17). All of this knowledge is useful and informative in terms of understanding the analysis section, both for readers who are experts and those who know little about the programme.

Theory of Change

4 Is the results chain or logic well articulated?
The report should identify how the designers of the evaluated object thought that it would address the problem that they had identified. This can include a results chain or other logic models such as theory of change. It can include inputs, outputs and outcomes, it may also include impacts. The models need to be clearly described and explained. — *Yes*

Remarks (Theory of Change): The programme's global theory of change is presented a little further along in the methodology section, to demonstrate how the evaluators used the framework to guide their assessment (alongside the criteria and questions) (pp. 20-21). The lack of country-specific theories of change is noted as a programme weakness (p. 33).

Stakeholders and their contributions

5 Are key stakeholders clearly identified?
These include o implementing agency(ies) o development partners o rights holders o primary duty bearers o secondary duty bearers — *Yes*

6 Are key stakeholders' contributions described?
This can involve financial or other contributions and should be specific. If joint program also specify UNICEF contribution, but if basket funding question is not applicable — *Yes*

7 Are UNICEF contributions described?
This can involve financial or other contributions and should be specific — *Yes*

Remarks (Stakeholders and their contributions): The partners involved in the implementation of CPiE (at country and global levels) are described briefly (pp. 18-19). Their main contributions, including UNICEF's, are also presented, and become clearer throughout the narrative. Given the breadth of the programme, the wide range of partners and their many responsibilities, it seems acceptable for the evaluation to provide only key actors and their main contributions, in this way. However, a more exhaustive list (table) could have been included in Annex to complement the summary description presented in text.

Implementation Status

(Theory of Change / Stakeholders column assessment — "Highly satisfactory"):
The opening sections of the report are very informative, containing a strong outline of the context surrounding the evaluation (e.g. social, legal), which leads logically into a more in-depth explanation of the efforts deployed towards child protection within the contextual realities described. The programme's theory of change is presented alongside the evaluation framework, which helps demonstrate how the programme logic served to guide the assessment.

Stakeholders and their contributions are well described, given the breadth of the programme and the wide range of stakeholders involved in implementation. The project's implementation status could have been labelled or addressed in a specific section, but the necessary information comes across in reading the first sections of the report.

(Constructive feedback): It is excellent practice to use the programme theory of change to structure the analysis and to clearly outline how this is accomplished from the early sections of the methodology, as was done in this report.

8 Is the implementation status described? This includes the phase of implementation and significant changes that have happened to plans, strategies, performance frameworks, etc that have occurred - including the implications of these changes	Yes	The project's implementation status is not addressed in a dedicated section, but the appropriate information is included in the early sections (1.1 - Evaluation Purpose, and 1.4 - Evaluation Scope).			
Executive Feedback on Section A Issues for this section relevant for feedback to senior management (positives & negatives), & justify rating. *Up to two sentences*	**The object and context of the evaluation are well described, in a fluid and coherent narrative. The programme's theory of change, stakeholder contributions and the project's implementation status are also weaved into the early sections of the report.**				

SECTION B: EVALUATION PURPOSE, OBJECTIVES AND SCOPE

Question	cc	Remarks			
Purpose, objectives and scope			**B/ Are the evaluation's purpose, objectives and scope sufficiently clear to guide the evaluation?** The purpose of the evaluation should be clearly defined, including why the evaluation was needed at that point in time, who needed the information, what information is needed, and how the information will be used. The report should provide a clear explanation of the evaluation objectives and scope including main evaluation questions and describes and justifies what the evaluation did and did not cover. The report should describe and provide an explanation of the chosen evaluation criteria, performance standards, or other criteria used by the evaluators.	**Constructive feedback for future reports** *Including how to address weaknesses and maintaining good practice*	
9 Is the purpose of the evaluation clear? This includes why the evaluation is needed at this time, who needs the information, what information is needed, how the information will be used.	Yes / Outstanding	The evaluation's scope is described in a dedicated section (1.4), specifying geographic coverage and timeframe, as well as the specific areas of focus of the assessment. However, no specifics are provided regarding what the evaluation does not cover. Purpose and objectives are clearly and coherently described in an associated subsection. All three elements hold together in a logically consistent, mutually reinforcing way.			
10 Are the objectives and scope of the evaluation clear and realistic? This includes: Objectives should be clear and explain what the evaluation is seeking to achieve; Scope should clearly describe and justify what the evaluation will and will not cover; Evaluation questions may optionally be included to add additional details					
11 Do the objective and scope relate to the purpose? The reasons for holding the evaluation at this time in the project cycle (purpose) should link logically with the specific objectives the evaluation seeks to achieve and the boundaries chosen for the evaluation (scope)	Outstanding				
Evaluation framework					
12 Does the evaluation provide a relevant list of evaluation criteria that are explicitly justified as appropriate for the Purpose? It is imperative to make the basis of the value judgements used in the evaluation transparent if it is to be understood and convincing. UNEG evaluation standards refer to the OECD/DAC criteria, but other criteria can be used such as Human rights and humanitarian criteria and standards (e.g. SPHERE Standards) but this needs justification.. Not all OECD/DAC criteria are relevant to all evaluation objectives and scopes. The TOR may set the criteria to be used, but these should be (re)confirmed by the evaluator. Standard OECD DAC Criteria include: Relevance; Effectiveness; Efficiency; Sustainability; Impact Additional humanitarian criteria include; Coverage; Coordination; Coherence; Protection; timeliness; connectedness; appropriateness. *(This is an extremely important question to UNICEF)*	Yes	The evaluation criteria and questions are summarised coherently at the beginning of the methodology section (p. 20). Each element is well contextualised within the framework of the evaluation at hand, which provides insight into the rationale for applying each one. The evaluators clearly outline how the overall approach to assessing the programme is guided by the programme's theory of change (pp. 20-21). However, the rationale for rejecting other criteria is not provided, and specific criteria could have been highlighted in a clearer way (i.e. bolded or in a textbox) - they are currently meshed with the questions.	Highly satisfactory	The evaluation's purpose, scope and objectives are presented coherently, in clearly identified sections. All three elements are logically described and hold together in a consistent way. The evaluation framework is closely tied to these elements as well, and the different criteria and questions are presented within the context of the evaluation and how they were used to assess the evaluated object.	It is excellent practice, as was done in this report, to clearly label purpose, objectives and scope in specific sections. Within the description of the evaluation criteria and questions, it may be useful to highlight (using bolded or italicised font) the specific criteria applied, so as to distinguish between questions and actual criteria.
13 Does the evaluation explain why the evaluation criteria were chosen and/or any standard DAC evaluation criteria (above) rejected? The rationale for using each particular non-OECD-DAC criterion (if applicable) and/or rejecting any standard OECD-DAC criteria (where they would be applicable) should be explained in the report.	Yes				
Executive Feedback on Section B Issues for this section relevant for feedback to senior management (positives & negatives), & justify rating. *Up to two sentences*		**The report's purpose, objectives, and scope are clear and coherently linked. Similarly, the report's evaluation framework and approach is presented in significant detail and with clear linkages to the programme.**			

SECTION C: EVALUATION METHODOLOGY, GENDER, HUMAN RIGHTS AND EQUITY

Question	cc	Remarks		
Data collection				
14 Does the report specify data collection methods, analysis methods, sampling methods and benchmarks? This should include the rationale for selecting methods and their limitations based on commonly accepted best practice.	Outstanding	The report's methodology provides details regarding the selection of countries for field visits and desk reviews (p. 22), as well as the specific data collection methods and sources used in the field (p. 23) and for the desk studies (pp. 23-24). Methodologies specific to each criterion are outline at the beginning of each chapter. Limitations inherent to different sources are explained, and efforts made to counter them are described in footnotes, as relevant (p. 23). The methodology dives deeper to note how each source and method served to assess the individual evaluation questions and criteria (pp. 24-25).	**C/ Is the methodology appropriate and sound?** The report should present a transparent description of the methodology applied to the evaluation that clearly explains how the evaluation was specifically designed to address the evaluation criteria, yield answers to the evaluation questions and achieve the evaluation purposes. The report should also present a sufficiently detailed description of methodology in which methodological choices are made explicit and justified and in which limitations of methodology applied are included. The report should give the elements to assess the appropriateness of the methodology. Methods as such are not 'good' or 'bad', they are only so in relation to what one tries to get to know as part of an evaluation. Thus this standard assesses the suitability of the methods selected for the specifics of the evaluation concerned, assessing if the methodology is suitable to the subject matter and the information collected are sufficient to meet the evaluation objectives.	**Constructive feedback for future reports** *Including how to address weaknesses and maintaining good practice*
15 Does the report specify data sources, the rationale for their selection, and their limitations? This should include a discussion of how the mix of data sources was used to obtain a diversity of perspectives, ensure accuracy & overcome data limits	Outstanding			
Ethics				
16 Are ethical issues and considerations described? The design of the evaluation should contemplate: How ethical the initial design of the programme was; The balance of costs and benefits to participants (including possible negative impact) in the programme and in the evaluation; The ethics of who is included and excluded in the evaluation and how this is done	Yes	Ethical considerations in the programme design are addressed explicitly in some instances of the report, notably to do with lack of ethical guidance in the programme's use of SMS technology (p. 81, p. 95) and the publication of children's names (p. 51). Ethical considerations in the evaluation are not noted in the body of the report, but details are provided in Annex 6 regarding safeguards around child participation in focus groups (informed consent, respect of preferred language). It may have been useful to include a small paragraph on ethics in the evaluation methodology itself, summarising key considerations.		
17 Does the report refer to ethical safeguards appropriate for the issues described? When the topic of an evaluation is contentious, there is a heightened need to protect those participating. These should be guided by the UNICEF Evaluation Office Technical Note and include: protection of confidentiality; protection of rights; protection of dignity and welfare of people (especially children); Informed consent; Feedback to participants; Mechanisms for shaping the behaviour of evaluators and data collectors	Yes			
Results Based Management		The report's methodology rests on a solid set of data collection tools and sources, which	It is helpful to include descriptions and justifications of evaluation methods and	

18 Is the capability and robustness of the evaluated object's monitoring system adequately assessed?
The evaluation should consider the details and overall functioning of the management system in relation to results: from the M&E system design, through individual tools, to the use of data in management decision making.

Outstanding

The programme's monitoring and evaluation tools are assessed throughout the report, in different sections. The assessment and monitoring tools developed for the programme are criticised in terms of their ability to collect the data necessary for efficient decision-making (p. 35, p. 47) as well as for underreporting (p. 46). The evaluators also demonstrate areas where monitoring and data collection have led to some programming improvements (e.g. p. 36, p. 39, p. 46). A section on knowledge and data management (6.3) is included toward the end of the report, which details specific systems in place for different risks related to child protection.

The evaluators structure the assessment according to the programme's global logframe as well as the specific pillars of the CCC. A graphic representation of the programme's results framework would have helped make the expected pathway toward these results more concrete (p. 14).

Highly satisfact

of data collection tools and sources, which are justified within the context of main evaluation considerations. Frequent comparisons are made between sex, age groups and countries to demonstrate areas of particular strength or weakness in the programme, which helps provide detail in the assessment, in the absence of an overarching counterfactual analysis. Evaluation limitations are listed, but more could have been said regarding specific efforts deployed to counter them. Likewise, more information could have been provided regarding specific safeguards taken around ethics, but human rights, gender and equity are well integrated into the analysis. Stakeholder participation in the evaluation process is insufficiently explicit, and could have been highlighted and further detailed.

justifications of evaluation methods and sources, as was done in this report, as this helps add credibility to the methodology.

The inclusion of women and girls throughout the methodology and analysis is very well executed in this report.

A short paragraph describing specific stakeholder participation in the evaluation process (levels and nature of participation), or even the inclusion of a table in annex to this end, helps reinforce the credibility of the report.

19 Does the evaluation make appropriate use of the M&E framework of the evaluated object?
In addition to articulating the logic model (results chain) used by the programme, the evaluation should make use of the object's logframe or other results framework to guide the assessment. The results framework indicates how the programme design team expected to assess effectiveness, and it forms the guiding structure for the management of implementation.

Yes

Human Rights, Gender and Equity		
20 Did the evaluation design and style consider incorporation of the UN and UNICEF's commitment to a human rights-based approach to programming, to gender equality, and to equity? This could be done in a variety of ways including: use of a rights-based framework, use of CRC, CCC, CEDAW and other rights related benchmarks, analysis of right holders and duty bearers and focus on aspects of equity, social exclusion and gender. Style includes: using human-rights language; gender-sensitive and child-sensitive writing; disaggregating data by gender, age and disability groups; disaggregating data by socially excluded groups	Outstanding	Data is disaggregated by sex and different age groups (e.g. p. 26), and the evaluators use human rights language throughout the report. References are made to international rights frameworks and benchmarks (e.g. p. 17, p. 70), and the evaluation is based on alignment with the MTSPs.

Protection risks are outlined for a number of age groups, as well as by sex (2.1). The importance of certain support mechanisms (e.g. psychosocial support in the community) is also addressed in terms of ensuring children's wellbeing, long term (p. 37), as is the integration of human rights considerations into the programme's monitoring framework (p. 47). The improvement of respect for human rights is also noted in terms of legal frameworks devised (p. 54).

Risks specific to women and girls are highlighted and analysed (e.g. p. 27, p. 28). Gender-based violence is particularly well analysed as a risk (e.g. p. 31), and the effectiveness of efforts deployed in this area is evaluated (p. 44, pp. 52-53). The concerns of women in relation to their children's safety are also addressed (e.g. p. 32). Criticisms are formulated regarding the lack of attention paid to women-friendly services and empowerment (p. 34).

Equity considerations integrated into the programme are mentioned implicitly in various instances throughout the report (e.g. pp. 67-68), but a specific section on equity is provided toward the end of the evaluation (p. 75). Though brief, this section provides a good overview of main issues/areas of success related to equity. |
21 Does the evaluation assess the extent to which the implementation of the evaluated object was monitored through human rights (inc. gender, equity & child rights) frameworks? UNICEF commits to go beyond monitoring the achievement of desirable outcomes, and to ensure that these are achieved through morally acceptable processes. The evaluation should consider whether the programme was managed and adjusted according to human rights and gender monitoring of processes.	Yes	
22 Do the methodology, analytical framework, findings, conclusions, recommendations & lessons provide appropriate information on HUMAN RIGHTS (inc. women & child rights)? The inclusion of human rights frameworks in the evaluation methodology should continue to cascade down the evaluation report and be obvious in the data analysis, findings, conclusions, any recommendations and any lessons learned. If identified in the scope the methodology should be capable of assessing the level of: Identification of the human rights claims of rights-holders and the corresponding human rights obligations of duty-bearers, as well as the immediate underlying & structural causes of the non realisation of rights.; Capacity development of rights-holders to claim rights, and duty-bearers to fulfil obligations.	Outstanding	
23 Do the methodology, analytical framework, findings, conclusions, recommendations & lessons provide appropriate information on GENDER EQUALITY AND WOMEN'S EMPOWERMENT? The inclusion of gender equality frameworks in the evaluation methodology should continue to cascade down the evaluation report and be obvious in the data analysis, findings, conclusions, any recommendations and any lessons learned. If identified in the scope the methodology should be capable of assessing the immediate underlying & structural causes of social exclusion; and capacity development of women to claim rights, and duty-bearers to fulfil their equality obligations.	Outstanding	
24 Do the methodology, analytical framework, findings, conclusions, recommendations & lessons provide appropriate information on EQUITY? The inclusion of equity considerations in the evaluation methodology should continue to cascade down the evaluation report and be obvious in the data analysis, findings, conclusions, any recommendations and any lessons learned. If identified in the scope the methodology should be capable of assessing the capacity development of rights-holders to claim rights, and duty-bearers to fulfil obligations & aspects of equity.	Yes	

Stakeholder participation			
25 Are the levels and activities of stakeholder consultation described? This goes beyond just using stakeholders as sources of information and includes the degree of participation in the evaluation itself. The report should include the rationale for selecting this level of participation. Roles for participation might include: o Liaison o Technical advisory o Observer o Active decision making The reviewer should look for the soundness of the description and rationale for the degree of participation rather than the level of participation itself.	Mostly	Stakeholder involvement in the evaluation process is indicated to a certain extent in the Acknowledgements (p. v), which states that partners reviewed the main deliverables repeatedly and acted as informants. Though such participation seems appropriate and relevant, specifics regarding who these partners were and how their feedback was integrated into the report are not indicated explicitly.	
26 Are the levels of participation appropriate for the task in hand? The breadth & degree of stakeholder participation feasible in evaluation activities will depend partly on the kind of participation achieved in the evaluated object. The reviewer should note here whether a higher degree of participation may have been feasible & preferable.	Mostly		
Methodological robustness			
27 Is there an attempt to construct a counterfactual or address issues of contribution/attribution? The counterfactual can be constructed in several ways which can be more or less rigorous. It can be done by contacting eligible beneficiaries that were not reached by the programme, or a theoretical counterfactual based on historical trends, or it can also be a comparison group.	Yes	While no formal counterfactual is outlined as part of the methodology, examples from different countries are provided throughout the analysis to demonstrate how specific problems and risks have affected certain regions, in certain situations (e.g. pp. 26-28, p. 34).	
28 Does the methodology facilitate answers to the evaluation questions in the context of the evaluation? The methodology should link back to the Purpose and be capable of providing answers to the evaluation questions.	Outstanding	The presentation of the methodology provides concrete links to the purpose and demonstrates how sources and methods were used to respond to specific criteria (pp. 24-25).	
29 Are methodological limitations acceptable for the task in hand? Limitations must be specifically recognised and appropriate efforts taken to control bias. This includes the use of triangulation, and the use of robust data collection tools (interview protocols, observation tools etc). Bias limitations can be addressed in three main areas: Bias inherent in the sources of data; Bias introduced through the methods of data collection; Bias that colours the interpretation of findings	Yes	While reporting limitations are noted in detail and appear acceptable given the many issues encountered by evaluators (e.g. departure of one of the evaluators, security issues in DRC), more could have been said regarding the efforts deployed to overcome them (p. 25).	
Executive Feedback on Section C Issues for this section relevant for feedback to senior management (positives & negatives), & justify rating. *Up to two sentences*	**The report's methodology is quite strong, overall, notably in terms of its description of tools and methods within the context of the evaluation, as well as the inclusion of human rights and gender considerations in the analysis. However, ethical considerations and stakeholder participation in the evaluation could have been described in greater detail.**		

SECTION D: FINDINGS AND CONCLUSIONS

Question	cc	Remarks	D/ Are the findings and conclusions, clearly presented, relevant and based on evidence & sound analysis?	Constructive feedback for future reports
Completeness and logic of findings			Findings should respond directly to the evaluation criteria and questions detailed in the scope and objectives section of the report. They should be based on evidence derived from data collection and analysis methods described in the methodology section of the report. Conclusions should present reasonable judgments based on findings and substantiated by evidence, providing insights pertinent to the object and purpose of the evaluation.	*Including how to address weaknesses and maintaining good practice*
30 Are findings clearly presented and based on the objective use of the reported evidence? Findings regarding the inputs for the completion of activities or process achievements should be distinguished clearly from results. Findings on results should clearly distinguish outputs, outcomes and impacts (where appropriate). Findings must demonstrate full marshalling and objective use of the evidence generated by the evaluation data collection. Findings should also tell the 'whole story' of the evidence and avoid bias.	Yes	The assessment rests on credible evidence derived from a multitude of sources. Tables and graphs (e.g. p. 43) help provide additional evidence to support statements. Clear findings statements are occasionally provided and addressed separately in analysis paragraphs (e.g. Effectiveness, p. 42), but overall, this could have been improved upon (i.e. by following each finding with the analysis paragraphs, by numbering the findings, labelling or bolding them so they stand out from the remainder of the narrative). The findings address the stated criteria, but because so many elements are covered, it is difficult to immediately distinguish how systematically the evaluation responds to the stated evaluation questions. Progression to results is demonstrated, notably in Sections 3 and 4, which measure the programme against the CCCs and the MTSPs. Progression to results is less explicit/systematic in other sections. Gaps in data are indicated when relevant (e.g. p. 26, p. 54), but more could have been said regarding how this was countered. Gaps in the programme are highlighted as well (e.g. p. 33). No major unexpected findings are highlighted and discussed.		
31 Do the findings address all of the evaluation's stated criteria and questions? The findings should seek to systematically address all of the evaluation questions according to the evaluation framework articulated in the report.	Yes			
32 Do findings demonstrate the progression to results based on the evidence reported? There should be a logical chain developed by the findings, which shows the progression (or lack of) from implementation to results.	Yes		While the report's findings could have been presented in a clearer, more systematic way (i.e. by using bolded statements or textboxes and presenting key messages at the start of each subsection), the conclusions are clearly listed and organised into three main sections. The conclusions also add value to the findings by presenting a good balance between programme strengths and weaknesses. The report analysis generally covers the expected criteria and questions, but the use of findings statements could have also helped to demonstrate this more systematically. Evaluators make efforts to highlight key stakeholder contribution to results, and the use of strong methodological tools helps generate an impressive quantity of objective evidence (both quantitative and qualitative) to help support the analysis.	The use of bolded statements in the conclusions section, as was done in this report, helps highlight important messages. The same could have been done throughout the analysis for the same purpose.
33 Are gaps and limitations discussed? The data may be inadequate to answer all the evaluation questions as satisfactorily as intended, in this case the limitations should be clearly presented and discussed. Caveats should be included to guide the reader on how to interpret the findings. Any gaps in the programme or unintended effects should also be addressed.	Yes			
34 Are unexpected findings discussed? If the data reveals (or suggests) unusual or unexpected issues, these should be highlighted and discussed in terms of their implications.	N/A			
Cost Analysis				
35 Is a cost analysis presented that is well grounded in the findings reported? Cost analysis is not always feasible or appropriate. If this is the case then the reasons should be explained. Otherwise the evaluation should use an appropriate scope and methodology of cost analysis to answer the following questions: o How programme costs compare to other similar programmes or standards o Most efficient way to get expected results o Cost implications of scaling up or down o Cost implications for replicating in a different context o Is the programme worth doing from a cost perspective o Costs and the sustainability of the programme.	Yes	Costs are not analysed in detail in this report, likely due to the vast nature of the evaluated object. However, general considerations related to programme costs are discussed under the efficiency section (pp. 76-77). Scale-up is discussed, and project costs per person are compared, but not in detail. A useful table also comparing per capita costs is provided in Annex 13.		

Overall rating for Section D: **Highly satisfactory**

Contribution and causality		
36 Does the evaluation make a fair and reasonable attempt to assign contribution for results to identified stakeholders? For results attributed to the programme, the result should be mapped as accurately as possible to the inputs of different stakeholders.	Yes	The report does make an attempt at attributing results to stakeholders (e.g. p. 46, p. 55). However, given the global nature of this report, it would be unrealistic for specific stakeholder contributions to be noted at the country level - such contributions are likely noted in greater detail in the individual case studies.
37 Are causal reasons for accomplishments and failures identified as much as possible? These should be concise and usable. They should be based on the evidence and be theoretically robust. *(This is an extremely important question to UNICEF)*	Yes	Causals reasons for accomplishments and failures are noted in several instances (e.g. pp. 65-66, p. 72, pp. 74-75), but often only briefly, due to the number of elements to be covered in the report.
Strengths, weaknesses and implications		
38 Are the future implications of continuing constraints discussed? The implications can be, for example, in terms of the cost of the programme, ability to deliver results, reputational risk, and breach of human rights obligations.	Mostly	Continuing constraints or issues deeply embedded in culture/social conventions or perceptions are noted throughout the report (e.g. p. 47, p. 77), but the implications of these are not discussed in great depth.
39 Do the conclusions present both the strengths and weaknesses of the evaluated object? Conclusions should give a balanced view of both the stronger aspects and weaker aspects of the evaluated object with reference to the evaluation criteria and human rights based approach.	Outstanding	The conclusions begin by presenting key programme successes against the MTSPs and the CCCs, which are numbered and clear (i.e. the use of bolded statements truly helps drive messages home) (pp. 90-91). The report then reviews weaker areas in the programme, again under list form (p. 91).
Completeness and insight of conclusions		
40 Do the conclusions represent actual insights into important issues that add value to the findings? Conclusions should go beyond findings and identify important underlying problems and/or priority issues. Simple conclusions that are already well known do not add value and should be avoided.	Outstanding	While the analysis, as indicated above, sometimes lacks clear findings statements, the conclusions help bridge that gap by structuring main strengths and weaknesses into three lists, and using subheadings to express key messages. As a result, they add significant value to the analysis.
41 Do conclusions take due account of the views of a diverse cross-section of stakeholders? As well as being logically derived from findings, conclusions should seek to represent the range of views encountered in the evaluation, and not simply reflect the bias of the individual evaluator. Carrying these diverse views through to the presentation of conclusions (considered here) is only possible if the methodology has gathered and analysed information from a broad range of stakeholders.	Yes	Given the significant and diverse data provided in the conclusions to support the key messages stated, it appears that the conclusions take into account the views of a diverse cross-section of stakeholders.
42 Are the conclusions pitched at a level that is relevant to the end users of the evaluation? Conclusions should speak to the evaluation participants, stakeholders and users. These may cover a wide range of groups and conclusions should thus be stated clearly and accessibly: adding value and understanding to the report (for example, some stakeholders may not understand the methodology or findings, but the conclusions should clarify what these findings mean to them in the context of the programme).	Yes	The conclusions are pitched at an appropriate level, though they do contain many statistics, which can be lost on some end-users. Overall, however, they take the sometimes very technical terminology of the analysis section and transform it into key messages that can be well understood.

Executive Feedback on Section D Issues for this section relevant for feedback to senior management (positives & negatives), & justify rating. *Up to two sentences*	The report's findings are sometimes lost within the narrative of the report, but the conclusions help bring together and highlight key messages in a coherent, systematic way. Contributions to results, programme gaps and overall cost analysis are also well integrated into the evaluation.

SECTION E: RECOMMENDATIONS AND LESSONS LEARNED

Question	cc	Remarks	E/ Are the recommendations and lessons learned relevant and actionable?	Constructive feedback for future reports
Relevance and clarity of recommendations			Recommendations should be relevant and actionable to the object and purpose of the evaluation, be supported by evidence and conclusions, and be developed with involvement of relevant stakeholders. Recommendations should clearly identify the target group for each recommendation, be clearly stated with priorities for action, be actionable and reflect an understanding of the commissioning organization and potential constraints to follow up.	**Constructive feedback for future reports** *Including how to address weaknesses and maintaining good practice*
43 Are the recommendations well-grounded in the evidence and conclusions reported? Recommendations should be logically based in findings and conclusions of the report.	Yes	The recommendations are well grounded in the evidence and conclusions provided in the report, as they aim to build on areas of strength identified (e.g. engagement with armed forces, work around GBV, p. 97). The entire final section of the report (from conclusions, to lessons, to recommendations) is also relevant to the object and purpose of the evaluation, as gaps and strengths are highlighted, lessons are provided and recommendations are outlined to improve upon future programming. The recommendations are clearly labelled and prioritised, as well as few in number. Each one is broken down according to key responsibilities of individual stakeholders, which is very useful and increases their actionability. However, little indication of timeline for implementation is provided.		
44 Are recommendations relevant to the object and the purpose of the evaluation? Recommendations should be relevant to the evaluated object	Yes			
45 Are recommendations clearly stated and prioritised? If the recommendations are few in number (up to 5) then this can also be considered to be prioritised. Recommendations that are over-specific or represent a long list of items are not of as much value to managers. Where there is a long list of recommendations, the most important should be ordered in priority.	Yes			
Usefulness of recommendations				
46 Does each recommendation clearly identify the target group for action? Recommendations should provide clear and relevant suggestions for action linked to the stakeholders who might put that recommendation into action. This ensures that the evaluators have a good understanding of the programme dynamics and that recommendations are realistic.	Outstanding	The target groups for action are identified in the introduction to the recommendations section, and different groups (and their specific responsibilities) are used to structure detailed recommendations. While the recommendations are grounded in reported evidence and indeed appear necessary given the evaluation findings and conclusions, some of the problems identified are deeply embedded in social structures and cultural norms, which makes it difficult to see how change would be conceivable or easily realisable (i.e. addressing impunity, social norms). Overall, however, the recommendations are realistic, and responsibilities are well outlined and targeted. The report does not provide an indication of how the recommendations were developed, aside from stating in the Acknowledgements that partners reviewed deliverables, though this type of information would have enhanced the credibility of the evaluation.	**Highly satisfactory** The report's recommendations are well formulated and are structured in a way that demonstrates how key actors can participate in applying them. They generally aim to build on current programme strengths, though occasionally focus on very vast/difficult/socially embedded issues that may not be realistically achieved in the short term. Additional details with regard to timeline for implementation would have helped reinforce the realistic nature of recommendations. Further, information on stakeholder participation in the development of recommendations would have significantly increased the overall credibility of the report and favoured the application of recommendations. Lessons learned are concise and well structured, but additional details could have perhaps been provided in order to contextualise them within a wider perspective.	It is important to clearly state how stakeholders participated in the development of recommendations, as this lends significant credibility to the report.
47 Are the recommendations realistic in the context of the evaluation? This includes: o an understanding of the commissioning organisation o awareness of the implementation constraints o an understanding of the follow-up processes	Yes			
48 Does the report describe the process followed in developing the recommendations? The preparation of recommendations needs to suit the evaluation process. Participation by stakeholders in the development of recommendations is strongly encouraged to increase ownership and utility.	Mostly			

Appropriate lessons learned		
49 Are lessons learned correctly identified? Lessons learned are contributions to general knowledge. They may refine or add to commonly accepted understanding, but should not be merely a repetition of common knowledge. Findings and conclusions specific to the evaluated object are not lessons learned.	Yes	Four lessons learned are identified in this evaluation (p. 92). All four help establish key programme discoveries/contributions in important issue areas. While correctly identified and sufficiently general in nature, they could have been expanded upon to further explicit their application in other contexts.
50 Are lessons learned generalised to indicate what wider relevance they may have? Correctly identified lessons learned should include an analysis of how they can be applied to contexts and situations outside of the evaluated object.	Mostly	
Executive Feedback on Section E Issues for this section relevant for feedback to senior management (positives & negatives), & justify rating. *Up to two sentences*	**The recommendations are clear and well structured, building on key areas of strength and weakness identified in the report. The participation of stakeholders in their development could have been more explicit, and lessons - though well identified - could have been explained within a wider application/context.**	

SECTION F: REPORT IS WELL STRUCTURED, LOGIC AND CLEAR

Question	cc	Remarks	F/ Overall, do all these elements come together in a well structured, logical, clear and complete report? The report should be logically structured with clarity and coherence (e.g. background and objectives are presented before findings, and findings are presented before conclusions and recommendations). It should read well and be focused.	Constructive feedback for future reports *Including how to address weaknesses and maintaining good practice*
Style and presentation				
51. Do the opening pages contain all the basic elements? Basic elements include all of: Name of the evaluated object; Timeframe of the evaluation and date of the report; Locations of the evaluated object; Names and/or organisations of evaluators; Name of the organisation commissioning the evaluation; Table of contents including tables, graphs, figures and annex; List of acronyms	Outstanding	The opening pages of the report contain the basic elements (name of the evaluated object, date of the report, name of the commissioning organisation on the cover page, as well as additional information on the location of the evaluated object on p. iii). A table of contents that lists boxes, tables, figures and annexes is provided, as well as a list of acronyms. The report is logically structured, as the evaluation is presented before findings, conclusions and recommendations. The annexes to the report are provided in a separate volume, and total 13 useful documents (ToRs, informants and documents reviewed, protocols, questionnaires, additional contextual information, additional cost analysis information, etc.).	**Highly satisfactory** — This section is very strong, overall. The report's format is clear and readable, and the opening pages and annexes contain all of the required elements and useful information that enhance the credibility of the report. The report's narrative flows logically and coherently, which is also reflected in the executive summary. The latter is complete and informative. Though the summary is somewhat longer than recommended, key information is highlighted visually and recommendations are listed concisely.	The inclusion of key findings statements and a list of recommendations in the executive summary, as was done in this report, is a good way to provide vital information in a quick and accessible format.
52 Is the report logically structured? Context, purpose, methodology and findings logically structured. Findings would normally come before conclusions, recommendations & lessons learnt	Yes			
53 Do the annexes contain appropriate elements? Appropriate elements may include: ToRs; List of interviewees and site visits; List of documentary evidence; Details on methodology; Data collection instruments; Information about the evaluators; Copy of the evaluation matrix; Copy of the Results chain. Where they add value to the report	Outstanding			
54 Do the annexes increase the usefulness and credibility of the report?	Yes			
Executive Summary				
55. Is an executive summary included as part of the report? If the answer is No, question 56 to 58 should be N/A	Yes	The report's executive summary is well formulated and contains information on context, the evaluation and its methodology, key findings and conclusions, as well as a short list of recommendations. The document flows logically and presents all of the relevant information. Key messages are bolded and indented, and recommendations are few in number and presented in list form, which makes the document easily accessible to decision-makers. However, the executive summary is twice the recommended length (6 pages), which may limit that accessibility somewhat.		
56 Does the executive summary contain all the necessary elements? Necessary elements include all of: Overview of the evaluated object; Evaluation objectives and intended audience; Evaluation methodology; Most important findings and conclusions; Main recommendations	Outstanding			
57 Can the executive summary stand alone? It should not require reference to the rest of the report documents and should not introduce new information or arguments	Outstanding			
58 Can the executive summary inform decision making? It should be short (ideally 2-3 pages), and increase the utility for decision makers by highlight key priorities.	Yes			
Executive Feedback on Section F Issues for this section relevant for feedback to senior management (positives & negatives), & justify rating. *Up to two sentences*		**The report's overall structure is very good, and the opening pages and annexes contain all the required information, adding significant credibility to the methodology. The report's executive summary, though somewhat long, is informative and coherent.**		

Additional Information

Question	Remarks
i/ Does the evaluation successfully address the Terms of Reference? If the report does not include a TOR then a recommendation should be given to ensure that all evaluations include the TOR in the future. Some evaluations may be flawed because the TORs are inappropriate, too little time etc. Or, they may succeed despite inadequate TORs. This should be noted under vii in the next section	Overall, the evaluation does a good job of responding to the ToRs and goes a step further to provide additional information, in many instances (e.g. with regard to gender and human rights-related information).

ii/ Identify aspects of good practice in the evaluation In terms of evaluation		The evaluation methodology is inherently linked with key human rights frameworks, and results are mapped according to MTSP/CCC objectives.	
iii/ Identify aspects of good practice of the evaluation In terms of programmatic, sector specific, thematic expertise		The evaluators clearly have in-depth understanding of issues surrounding child protection, and provide an excellent overview of contextual factors/background information that sets the stage for the remainder of the report.	

OVERALL RATING			
Question	**cc**	**Remarks**	**OVERALL RATING Informed by the answers above, apply the reasonable person test to answer the following question: Ω/ Is this a credible report that addresses the evaluation purpose and objectives based on evidence, and that can therefore be used with confidence?** This question should be considered from the perspective of UNICEF strategic management.
i/ To what extent does each of the six sections of the evaluation provide sufficient credibility to give the reasonable person confidence to act? Taken on their own, could a reasonable person have confidence in each of the five core evaluation elements separately? It is particularly important to consider: o Is the report methodologically appropriate? o Is the evidence sufficient, robust and authoritative? o Do the analysis, findings, conclusions and recommendations hold together?	Yes	Each of the six sections in this report have considerable strengths and provide sufficient credibility to give the reasonable person confidence to act. The context and methodology sections provide a firm basis on which the remainder of the report rests, and the conclusions are presented clearly and coherently.	Highly satisfactory — This report has many important strengths and very few areas for improvement. The introduction and context section is clear, coherent and informative, which sets the stage well for the subsequent analysis section. The evaluation and its methodology are well described, and justification is provided for the choice of evaluation criteria, sources, and methods within the context of the overall approach to the evaluation. Human rights, gender and equity are well integrated throughout the analysis, and the programme's monitoring and evaluation framework are well assessed. Conclusions and recommendations follow suit, in that they are clear, coherent and well structured. The only real areas for improvement concern the descriptions of stakeholder participation (in the evaluation and the development of recommendations), as well as the contextualisation of lessons learned within a wider context. Findings also could have been highlighted in the analysis, rather than at the end of the report. Overall, however, the report provides high confidence to act, and these weaknesses are slight within the overall excellent quality of the report.
ii/ To what extent do the six sections hold together in a logically consistent way that provides common threads throughout the report? The report should hold together not just as individually appropriately elements, but as a consistent and logical 'whole'.	Yes	The six sections hold together in a logically consistent way, as common threads are recurrent throughout the report, and no significant breaks are visible in the narrative.	
iii/ Are there any reasons of note that might explain the overall performance or particular aspects of this evaluation report? This is a chance to note mitigating factors and/or crucial issues apparent in the review of the report.	ToRs	N/A	
	Other	N/A	

Executive Feedback on Overall Rating Issues for this section relevant for feedback to senior management (positives & negatives), & justify rating. *Up to two sentences*	**The report's strengths significantly trump its very slight weaknesses (presentation of the findings, description of stakeholder involvement, and wider relevance of lessons learned). It constitutes a very robust, credible and useful document that can be used with confidence by decision-makers.**