EVALUATION ID	3660-2013/005

UNICEF Global Evaluation Report Oversight System (GEROS) Review Template

Colour Coding	CC	Dark green	Green	Amber	Red	White
	Questions	Outstanding	Yes	Mostly Satisfactory	No	Not Applicable
	Section & Overall Rating	Outstanding, best practice	Highly Satisfactory	Mostly Satisfactory	Unsatisfactory	

The key questions are highlighted as shown here, and are important questions in guiding the analysis of the section

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	**Helping the 'invisible' children (HIC) - Second Evaluation Report**				
Report sequence number	2013/005	**Date of Review**	05/03/2014	**Year of the Evaluation Report**	2013
Region	Central & Eastern Europe, Commonwealth of Independent States RO			**Country**	Romania
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)*	1.2 National: The programme covers the whole country, and the evaluation draws a sample in every district, or uses a sampling frame that is representative of the whole country.	
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)*	3.6 Project: An evaluation which is step-by-step process of collecting, recording and organisation information about the project results including immediate results, short-term outputs and long-term project outcomes	
Result *(Level of changes sought, as defined in RBM: refer to substantial use of highest level reached)*	4.2 Outcome: Effects from one or more programmes being implemented by multiple actors (UNICEF and others), where the cumulative effect of outputs elicits results beyond the control of any one agency or programme	
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)*	5.2 Multi-sectoral: Addresses issues in two or more MTSP focus areas	
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	7.1 Formative: An evaluation with the purpose and aim of improving the programme. Formative evaluations strengthen or improve the object being evaluated by examining the delivery of the programme	

SECTION A: OBJECT OF THE EVALUATION

Question	cc	Remarks
Object and context		
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	The object of the evaluation is thoroughly described (2.2, pp.19-20). The purpose and objectives of the project are clearly stated. In addition, the four "layers", which the project is met to address, are identified. The underlying assumptions are explained too. Moreover, the geographical coverage is defined and the selection process explained (2.3, pp.21-22; Annex A.1-A.6, pp.124-130). The stakeholders are identified (2.4, p.22). Finally, the types of services offered through the project, defined as the "minimum package", are described (2.5, p.25). The context in which the project was implemented is well described (2.1, pp.16-19). This includes demographics data and more specific information having a direct bearing on the object of the evaluation, such as number of children and percentage of them living in poverty, government policies/strategies, etc. Additional contextual information is also given to describe the root of vulnerabilities in Romania (2.6, p.26).
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	Yes	
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.	Yes	
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	The results chain is presented in a table separating inputs, outputs, expected outcomes, and impact (2.7, p.28). The links between one level of result to the other seem logical. Furthermore, it is supported by a descriptive text explaining the main underlying assumptions of the intervention (2.7, pp.26-27).
Stakeholders and their contributions		

A/ Does the report present a clear & full description of the 'object' of the evaluation?		Constructive feedback for future reports
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.		*Including how to address weaknesses and maintaining good practice*
Highly satisfactory	The object of the evaluation is very thoroughly described in the report. This is supported with relevant information in the annexes which further details the extent of the project's coverage. There is also a clear depiction of the theory of change, along with a description of its underlying assumptions. Finally, the stakeholders are adequately identified and their contributions are briefly described. The contextual information provided in the report adds value and contributes to the understanding of the context in which the project was implemented.	The report includes a very detailed description of the object of the evaluation and is supported by relevant annexes which add additional details.

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	Stakeholders are clearly identified and are divided by community, county, or national levels. Rights holders are also adequately identified, although not referred to as such. UNICEF's partners in implementing this project are identified and their contributions briefly described (2.4, pp.23-24). UNICEF's contributions, both financial and other, are briefly described (2.2, p.19). UNICEF financed the whole project. The effectiveness of the contributions of local actors is analyzed in the body of the analysis and provides additional details on the stakeholders' contributions (4.1.5, pp.87-88).
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	
Implementation Status		
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 implementation status is clearly described at the beginning (2, p.17). The renaming of the project in 2012 is mentioned but not justified. Nor was the dropping of several communes between 2011 and 2012 explained.
Executive Feedback on Section A Issues for this section relevant for feedback to senior management (positives & negatives), & justify rating. *Up to two sentences*	**The evaluation report provides a very complete description of the object of the evaluation, including a description of the theory of change. The context is also well described and contributes to the understanding of the reader.**	

SECTION B: EVALUATION PURPOSE, OBJECTIVES AND SCOPE

Question	cc	Remarks		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*
Purpose, objectives and scope					
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.	Outstanding	The purpose of the evaluation is clearly stated and aligns with the one identified in the TORs (3.1, p.31). In addition, the audience of the evaluation are identified and the specific objectives described (p.31). The scope is defined (3.3, p.33). The evaluation questions for each criteria are provided (3.2, pp.32-33). The formative purpose of the evaluation is well translated in the objectives. And the scope of the evaluation aligns with them.			
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	Outstanding				
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 report provides the list of evaluation criteria selected and they align with four OECD/DAC standard ones (3.2, pp.32-33). Although it is mentioned in the purpose the criterion of "impact" was dropped. Nonetheless, the report provides a justification for this. Moreover, the exclusion of humanitarian criteria is also explained.	**Outstanding, best practice**	The description of the evaluation is complete. It includes a clear description of its purpose, objectives and scope. The audience of the report is also clearly identified. The evaluation framework selected for the task at end is described. The criteria selected align with the standard OECD/DAC criteria. The dropping of the "impact" criterion is justified. However, "impact" was specifically mentioned in the purpose.	Although it is justified, there seems to be a disconnect between the purpose and the dropping of the "impact" criterion. This should have been addressed at an earlier stage, at the inception phase for instance, when the evaluation team confirmed with the client what the purpose and the evaluation criteria would be.
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.	Outstanding				
Executive Feedback on Section B Issues for this section relevant for feedback to senior management (positives & negatives), & justify rating. *Up to two sentences*	**Notwithstanding the omission of the "impact" criterion which is at odds with the purpose, the description of the evaluation is very complete. The purpose, the objectives, and the scope align. Finally, the evaluation framework selected is adequate and the dropping of "impact" is justified.**				

SECTION C: EVALUATION METHODOLOGY, GENDER, HUMAN RIGHTS AND EQUITY				
Question	**cc**	**Remarks**	**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.f 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*
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 evaluation design is introduced in a table form (Table 2, p.35) and further described in a thorough supporting narrative (3.4, pp.35-43). This narrative explains the advantages and limitations of the methods selected. The primary data collection methods are identified (3.4, p.37). Data analysis methods are also described (3.5, pp.45-46). Both secondary and primary data sources are identified (3.4, p.34). The limitation of secondary data coming from different sources is identified. The data sources are identified with the sampling method and the volume of the sample (Table 2, p.38). Statistical details for the survey's sampling and its representativeness are provided (3.4.2, pp.41-43). This is supported with a clear table (Table 4, p.42). Similarly, a great level of details is provided on the focus groups (3.4.3, p.43), on interviewees (3.4.4, pp.43-44), and on the opinion survey of community stakeholders (3.4.5, pp.44-45). A general justification for the mix of data and research methods is given (3.4, p.38). Moreover, the report refers to the evaluation matrix (provided in the annexes) for the reader to see how the mix of data will be used to answer the evaluation questions (Annex 7.6).		
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	Mostly	The concept of equity in the inclusion of beneficiaries in the project is central to the evaluation. However, the ethics of the design is not explicitly described/analyzed. Ethical safeguards used in the evaluation process are described (3.4, p.35). These include participant identity protection and		

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	Outstanding	special considerations for child interviews. These are particularly relevant to this evaluation and for protecting its participants from abuse.			
Results Based Management			**Outstanding, best practice**	A great level of detail about the data collection is provided in the description of the methodology. This includes a list of data collection methods and data sources used, sampling information with statistical specificities, etc. The use of triangulation in the analysis process is also made clear. Thus, overall, this provides confidence to the reader in the depth and completeness of the data collected. Indeed, the selected methodology seems adequate to answer the evaluation questions and cover all the evaluation criteria.	The level of statistical details provided when describing the survey and the counterfactual is rarely seen in evaluation report. The evaluation team should be commended for it. The ethical considerations used in the design of the project should be explicitly described. In addition, the costs/benefits for participants and non-participants, as a result of the project, should be described.
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.	Yes	Monitoring was a key component of the project and its improvement, along with the building of the capacities of the local stakeholders in using it, were identified as objectives. As such, the report assesses the effectiveness with which the project worked towards this objective and the processes used to collect the data (4.1.3, p.71; 4.1.8, pp.94-96). However, the link with the theory of change is not assessed.			
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	The evaluation clearly makes use of the data collected through the monitoring framework put in place for the project. The databases were explicitly mentioned as a data source for the evaluation in the identification of the data sources (3.4, p.34) and there are many reference to it throughout the report (e.g. p.59; p.63; etc.).			

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	The evaluation investigates the level with which the project was effective in addressing its stated equity objectives (4.1.1, pp.47-51) and the identification/description of vulnerabilities is very thorough (4.1.2, pp.51-). The "lack of fulfilment of children's rights" was at the core of the identification process of vulnerabilities (p.51), as explained in the report. In addition, the 9 vulnerabilities are thoroughly analyzed, with a clear link between the vulnerability and the rights infringed on as a result (e.g. Vulnerability 1, pp.56-58; Vulnerability 2, pp.58-60; etc.). Questions pertaining to human rights, gender equality, and equity are included in the assessment of each evaluation criteria (3.2, pp.32-33). The evaluation indicates that a core function of the monitoring system is to determine how the rights of the child are observed (p.71). The rights of children are very clearly identified and their fulfilment (or not) is at the core of the evaluation. The report indicates that the project's objectives aligned with the CRC (p.21). In addition to the analysis of rights infringement mentioned, the evaluation investigates the relevance of the report for beneficiaries (4.2.1, pp.97-98), awareness of children rights is discussed (p.98). Age, gender, and ethnic groups were considered in the analysis of the vulnerabilities. This disaggregation is carried on throughout the report where relevant. In addition, vulnerability number 7 is gender specific (p.66). Equity is prevalent in the methodology and the findings of the evaluation (4.1.4, pp.72-87). The reaching of excluded 'invisible' children is the purpose of the project. As such the evaluation, addresses many different aspects of equity throughout the analysis and the conclusions. In addition, recommendations to better identify them (first step in reaching them) are also included.
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.	Yes	
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.	Yes	

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.	Outstanding				

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.	Yes	Stakeholders' participation in different stages of the evaluation is presented in a table format (Table 3, p.36). This table indicates that all stakeholders but the children and the counties were involved in a validation workshop. In addition, the table indicates that several stakeholders were involved in the preparation work.
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.	Yes	This level of participation seems adequate for the task at hand , but there is no analysis which explicitly presents it as such. Nonetheless, the reader has enough information to determine by itself.
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.	Outstanding	The methodology includes a description of the process used to construct a counterfactual (3.3, p.33). The comparison with a control group is referred to at several points in the report (e.g. p.74; p.77; p.98; etc.). Moreover, the limitation in the feasibility/rigor of the process is addressed and caveats on how to interpret the information are provided (p.33).
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 methodology seems adequately designed to answer the evaluation questions. In addition, the limitations are acknowledged. The report describes the advantages and the limitations of the methodology. It also clearly indicates having used triangulation in analyzing the data (3.4, p.34), which mitigates some of the limitations identified.
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	Outstanding	

Executive Feedback on Section C Issues for this section relevant for feedback to senior management (positives & negatives), & justify rating. *Up to two sentences*	**The description of the methodology is very complete. The data collection methods, the data sources, and the construction of a counterfactual are all clearly described. The ethical safeguards used in the evaluation process are also presented and very relevant for the theme of the evaluation. Overall, this gives confidence to the reader in the thoroughness of the evidence collected that will inform the findings.**

SECTION D: FINDINGS AND CONCLUSIONS

Question	cc	Remarks
Completeness and logic of findings		
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 findings section is divided according to the evaluation criteria selected in the design of the evaluation. These sections are further divided in sub-sections and regroup findings around one theme. In those sub-sections, the evaluation questions to be addressed are often restated. Finally, the findings, although they are not differentiated with a clear visual cue, are easily identified in the narrative. The findings are supported with extensive evidence. The source of the evidence is usually identified. For example, the report will indicate if the data comes from the survey conducted, the project database, or interviews, etc. Several limitations in the data available are described (3.4, pp.39-41). In particular, the limitation in answering the questions related to comparing the 64 communes still in the project in 2012 compared to the 32 who dropped out in 2011. No unexpected findings are highlighted.
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.	Outstanding	
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.	Outstanding	
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.	No	
Cost Analysis		

	D/ Are the findings and conclusions, clearly presented, relevant and based on evidence & sound analysis? 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.	**Constructive feedback for future reports** *Including how to address weaknesses and maintaining good practice*
Highly satisfactory	The findings are clearly derived from the evidence collected. The full marshalling of the evidence is clear, as indicated by the sourcing of a wide variety of data used in formulating findings. All the evaluation questions and criteria are addressed in the body of the analysis. Conclusions add value by highlighting the main findings in a condensed way. Their much shorter form allows the reader to better understand the overall message as the findings were often diluted in a long description of the evidence.	The report would have gained in clarity had distinctive visual cues to differentiate the findings in the body of the analysis been used. This is always true, but particularly in this case as the report includes an extensive description of the evidence collected. More attention should be given to the linkage of the contributions of the different stakeholders with results.

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.	Outstanding	A cost analysis is presented in the analysis of the project's efficiency (4.3.1, pp.101-102). This includes a comparison on the total budget and the cost per children of the project with other types of more specialized protection measure and daycare centers. The footnotes 112 and 113 provide additional relevant details. Moreover, a rough estimate of scaling cost is presented.	

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.	Mostly	There are a few instances where the stakeholders were linked to contributions, e.g. the diagnostic of vulnerabilities (4.1.2, p.51). However, this is not prevalent throughout. In particular, it was mostly absent in section 4.1.4 (pp.72-87), which assessed the service provision for vulnerable groups. Nonetheless, the quality of the stakeholders' contributions is assessed (4.1.5, pp.87-88). The causal reasons for successes/failures in delivering different services to vulnerable children are not addressed. However, the causal reasons with regards to the quality of the monitoring process are clearer (4.1.7, pp.94-95). Two factors positively contributing to the sustainability are derived from the evidence collected (p.104) and other negative factors are also analyzed (pp.105-106).
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)*	Mostly	
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.	Yes	The future implication of certain project's weaknesses identified in the report are analyzed more thoroughly (e.g. pp.105-106). Overall, the major points affecting the sustainability of the project are addressed in section 4.4. The identification of the strengths and weaknesses of the evaluated object is defined as an objective of the evaluation (3.1, p.32). Indeed, some constraints and weaknesses that have hindered the effectiveness of the program are listed in the analysis (4.1.6, pp.89-92). The weaknesses in terms of effectiveness and sustainability are restated in the conclusions.
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.	Yes	
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.	Yes	The conclusions restate the findings highlighted in the body of the analysis. They add value in that they are much shorter and provide a better overall message. The conclusions take account of the views of

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	the different stakeholders. This is evidenced by the mentioning of the different sources from which the statements are derived. Moreover, the report indicates that the conclusions were discussed with the stakeholders (p.119). The conclusions are pitched at the right level. They provide sufficient details for the reader to understand what the statements are derived from. Following the different conclusions are the presentation of the recommendations related to this particular aspect.			
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				

Executive Feedback on Section D Issues for this section relevant for feedback to senior management (positives & negatives), & justify rating. *Up to two sentences*	**The findings have clearly been formulated using the full extent of the evidence collected. Although they are recognizable in the narrative, they are not clearly differentiated from the evidence by a visual cue. This would have enhanced readability, especially considering the vast amount of evidence reported. Conclusions, by their summarized nature, somewhat mitigate this shortcoming and adds value by making the overall message clearer.**

SECTION E: RECOMMENDATIONS AND LESSONS LEARNED

Question	cc	Remarks		
Relevance and clarity of recommendations			**E/ Are the recommendations and lessons learned relevant and actionable?** 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.	Outstanding	The recommendations are first presented throughout the conclusion section. They are directly linked to the conclusions highlighted (e.g. Recommendations 1 to 4 (p.112) linked to conclusions presented on pp.111-112). Thus the recommendations are directly related to the object evaluated and the shortcomings identified in the analysis. They are later presented in their order of priority in a table format (p.121-122). Although they are prioritized, there are still many i.e. 21 of them.		
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			**Highly satisfactory** The recommendations are clearly linked to the findings and conclusions drawn by the evaluation team. This is made particularly clear as they are first presented following the conclusions they refer to. Then, they are prioritized and clearly targeted. Most lessons learned presented add to the general body of knowledge. They are derived from the findings and conclusions of the evaluation, but generalized for them to be applicable to a wider context.	In addition to being prioritized and targeted, the recommendations should be fewer in number. The lessons learned are adequately identified and formulated in a general way to add to the general body of knowledge.
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 recommendations are clearly addressed to specific stakeholders (pp.121-122). The recommendations seem realistic for the object of the evaluation and the context described. The process used to formulate them, with the participation of different stakeholders, is described (pp.119-120).		
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.	Yes			
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	Most of the lessons learned identified (5 out of 6) are clearly derived from the findings and conclusions of the evaluation, but are generalized and presented so as to have a wider relevance. Moreover, they add some value to the general body of knowledge.		
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.	Yes			

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 based on the findings and conclusions presented in the report. They are prioritized and targeted. The lessons learned are adequately identified and formulated. They add value to the general body of knowledge.**

SECTION F: REPORT IS WELL STRUCTURED, LOGIC AND CLEAR

Question	cc	Remarks
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	Yes	All the basic elements are included except lists of tables, graphs, and figures in the table of content. These would have been particularly relevant as they are many tables and graphs in the report.
52 Is the report logically structured? Context, purpose, methodology and findings logically structured. Findings would normally come before conclusions, recommendations & lessons learnt	Yes	The report is logically structured. The analysis is divided into sub-sections each pertaining to the evaluation criteria. However, the narrative of the analysis would have benefitted from the use of a distinctive visual cue to highlight the findings considering the length and density of the narrative.
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	The annexes provide additional information that are relevant to the evaluation, e.g. The TORs, the evaluation matrix, the list of interviewees, the list of site visits, etc. These annexes further enhance the usefulness and credibility of the report.
54 Do the annexes increase the usefulness and credibility of the report?	Outstanding	
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 executive summary very briefly describes the object of the evaluation and the context in which it was implemented. There is also a brief description of the evaluation itself and some information about the methodology. The main conclusions and recommendations are presented, and these could be used for decision making.
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	Yes	
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	Yes	
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	

	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*
Highly satisfactory	The structure of the report is logical and coherent. The body of the analysis is divided in sub-sections pertaining to the evaluation criteria, but the findings are not distinguished from the evidence with a clear visual cue. Although the finding statements are easily identified in the narrative, because of the great length of the analysis, the readability of the report would have benefitted from such visual distinctions. The annexes included in the report add credibility and usefulness to the report by providing additional details.	The choice of annexes is very relevant. They provide relevant additional details to the reader which contribute to their understanding and add value to the overall report.

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 is logically structured and contains all the basic elements. The structure of the narrative could have been improved by the use of distinctive visual cues to differentiate the findings from the rest of the narrative.**

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	The evaluation successfully addresses the TORs. The evaluation criteria identified in the TORs have been addressed. The scope was respected.
ii/ Identify aspects of good practice in the evaluation In terms of evaluation	There are many examples of best practice in the report. In particular, the description of the data collection process and the data sources is an example of good practice. The relevant statistical details are very complete.
iii/ Identify aspects of good practice of the evaluation In terms of programmatic, sector specific, thematic expertise	The ethical concerns specific to interviewing children in a sensitive context reflects expertise in evaluation involving children.

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 are very strong. Taken individually, some sections have some minor shortcomings. The description of the evaluation and the data collection are example of best practices.	**Highly satisfactory**	The overall report is of high quality and holds together in a coherent way notwithstanding some minor shortcomings. The completeness of the description of the evaluation and the methodology employed to collect evidence gives confidence to the reader in the validity of the findings and conclusions presented. The report is credible and can be used with confidence.
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	Overall, all the different sections hold together in a strong coherent whole. The strong description of the methodology gives confidence in the evidence used to formulate the findings.		
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**	The TORs were very thorough. Having TORs that fully describe the evaluation to be conducted is always a good starting point for the evaluation team.		
	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*	**All the sections hold together in a coherent whole. In particular, the description of the evaluation and the methodology were very complete and gives confidence to the reader in the findings and conclusions reported.**