

GEROS Evaluation Quality Assurance Tool

Version: September 2021

Multi-Country Evaluation of Community Engagement to End Child Marriage in Ghana (2016-2019)

REPORT RATING SUMMARY			
Overall Rating		95%	Highly Satisfactory
● ● ● ● ●	Exceptional (96% - 100%)	5	Exceeds UNICEF/UNEG standards for evaluation reports and decision makers may use the evaluation with a high degree of confidence
● ● ● ●	Highly Satisfactory (87.5% - 95.99%)	4	
● ● ● ●	Satisfactory (62.5% - 87.49%)	3	
● ● ● ●	Fair (35% - 62.49%)	2	
● ● ● ●	Unsatisfactory (0% - 34.99%)	1	
REPORT DETAILS			
Title of the evaluation report		Multi-Country Evaluation of Community Engagement to End Child Marriage in Ghana (2016-2019)	
Report sequence number		Ghana/61/2021/18550	
Region		WCAR	
Year of report		2021	
Office		WCAR	
Coverage (countries)		Ghana	
ToRs present		Yes	
Date of review (dd/mm/yyyy)		February 2, 2022	
Name of review firm		DeftEdge	
CLASSIFICATION OF EVALUATION REPORT			
Management of evaluation (Managerial control and oversight of evaluation)		Jointly managed with one or more UN agencies	
Unicef goal areas (Alignment with strategic plan priorities)			
Every child survives and thrives		No	
Every child learns		No	
Every child is protected from violence and exploitation		Yes	
Every child lives in a safe and clean environment		No	
Every child has an equitable chance in life		No	
Gender equality (cross-cutting)		Yes	
Humanitarian action (cross-cutting)		No	
Evaluation object		Programme	
Evaluation type		Summative and formative	
Evaluation strategy		Mixed methods	
Evaluation design (primary method used)		Non-experimental	
Evaluation level		Output & Outcome	
Geographic scope		Multi-country	
Primary SDG(s) covered (number)		5	
EQA Summary:			
The "Multi-Country Evaluation of Community Engagement to End Child Marriage in Ghana (2016-2019)" thoroughly reviews the success of the Global Program in ending early marriage in the country. The programme focuses on changing social norms and encouraging community engagement as a vehicle for a sustainable change of these practices in target communities. The report's executive summary is a solid standalone document that can guide decision-makers; all the required elements are provided. The evaluation methodology is sound and innovative, with systematic observation, FGDs, KIs, and household surveys. The extensive sampling and diverse perspectives are a strength of the evaluation. The findings, recommendations, conclusions, and lessons learned are robust and provide useful directions for decision makers.			
Recommendations for Improvement:			
A main concern with the report is its length - both the Executive Summary and full report could be more concise to maximize their usefulness for intended audiences. Additionally, while ethical considerations are discussed, there could be further explanation of the Covid precautions and other safeguards taken when collecting data from rights holders, particularly given the sensitivity of this topic. The document could benefit from final editing and review of the formatting. Finally, there are a couple of instances where quotes are attributed to specific dutybearers within UNICEF - to respect confidentiality, it is important to not provide the position of any respondents.			
SECTION RATINGS			
SECTION A: EXECUTIVE SUMMARY (weight 5%)		83%	Comments on Rating
Question 1. Can the executive summary inform decision-making?			
i	Is clearly presented, serves as a standalone document useful for informing decision making, and is of relevant conciseness and depth for key users (Maximum of 5 pages unless otherwise specified in ToR).	Partially	The Executive Summary is a relatively concise (5.5 page) but comprehensive overview of the entire Ghana report that can serve as a stand-alone document for decisions makers.
ii	Includes all necessary elements (overview of the intervention, evaluation purpose, objectives and intended audience, evaluation methodology, key conclusions on findings, lessons learned if requested, key recommendations) as per the ToR.	Yes	The executive summary includes everything from background to lessons learned. The beginning of the purpose and objectives section indicates that the report seeks to promote learning amongst UNICEF staff and partners in Ghana.
iii	Includes all significant information needed to understand the intervention and the evaluation AND does not introduce new information from what is presented in the rest of the report.	Yes	This section is comprehensive and no new information is provided.
SECTION B: BACKGROUND (weight 5%)		100%	Comments on Rating
Question 2. Is the object of the evaluation clearly described?			
i	Clear and relevant description of the intervention, including: location(s), timelines, cost/budget, and implementation status.	Yes	The background section provides a complete history of the program, including target areas, program timeline, and program budget.
ii	Clear and relevant description of intended rightsholders (beneficiaries) and duty bearers (state and non-state actors with responsibilities regarding the intervention) by type (i.e., institutions/organizations; communities; individuals...), by geographic location(s) (i.e., urban, rural, particular neighbourhoods, town/cities, sub-regions...) and in terms of numbers reached, with disaggregation by gender, age, disability... (as appropriate to the purpose of the evaluation).	Yes	Chapter 1, particularly Table 2 and section 1.2.7, highlight all key stakeholders in the program, including beneficiaries, geographic areas covered, target beneficiaries of the program, and all relevant information for understanding the actors involved in the implementation of the program.

Question 3.	Is the context of the intervention clearly described?		
	i Clear and relevant description of the context of the intervention (i.e. relevant policy, socio-economic, political, cultural, power/privilege, institutional, international factors) and how context relates to the implementation of the intervention.	Yes	The report includes a brief but solid overview of the national and regional context in which early marriage takes place in Ghana. The context section raises cultural, religious, social, and political factors related to the social norms and practices at the heart of this issue.
	ii Linkages drawn to the SDGs and relevant targets and indicators for the area being evaluated.	Yes	The report highlights the program's alignment with SDG 5 and efforts to eradicate early marriage.
	iii Clear and relevant description (where appropriate) of the status and needs of the rightsholders/beneficiaries of the intervention.	Yes	The background section highlights the current threats and challenges related to child marriage that the program seeks to address in Ghana, particularly the risk of continued increase in the number of child brides through to 2050.
Question 4.	Are key stakeholders, their relationships and contributions clearly identified?		
	i Identification of implementing agency(ies), development partners, right holders, and additional duty bearers and other stakeholders; and of linkages between them (e.g., stakeholder map) (if relevant).	Yes	Tables 2.6 & 1.2.7 highlight each of the program's stakeholders and partners and their roles in the program. This includes government institutions, civil society groups, and development partners.
	ii Identification of the specific contributions and roles of key stakeholders (financial or otherwise), including UNICEF.	Yes	Section 1.2.8 & Table 6 provide detailed descriptions of the budget and the essential information related to funders.
SECTION C:	EVALUATION PURPOSE, OBJECTIVES AND SCOPE (weight 5%)	100%	Comments on Rating
Question 5.	Is the purpose of the evaluation clearly described?		
	i Purpose of evaluation is clearly defined, including why it was needed at that point in time, its intended use, and key intended users.	Yes	Chapter 2 emphasizes that the evaluation is a formative exercise that, in addition to the standard OECD/DAC evaluation criteria, also seeks to explore the program's impact on the transformation of social norms and on promoting community engagement in participating communities.
Question 6.	Are the objectives and scope of the evaluation clear and realistic?		
	i Clear and complete description of what the evaluation seeks to achieve by the end of the process with reference to any changes made to the objectives included in the ToR (if applicable).	Yes	Section 2.1 presents the objectives and purpose of the evaluation as defined during the scoping mission and in the terms of reference.
	ii Clear and relevant description of the scope of the evaluation: what will and will not be covered (thematically, chronologically, geographically with key terms defined), as well as, if applicable, the reasons for this scope (e.g., specifications by the ToRs, lack of access to particular geographic areas for political or safety reasons at the time of the evaluation, lack of data/evidence on particular elements of the intervention).	Yes	Section 2.2.1 outlines the geographic (Northern, Central and Volta regions), temporal (2016-19) and thematic (GPECM) scope of the assessment.
Question 7.	Is the theory of change, results chain or logic well articulated?		
	i Clear description of the intervention's intended results, or of the parts of the results chain that are applicable to, or are being tested by, the evaluation.	Yes	Section 1.4 provides a brief overview of the program's theory of change in graphic form.
	ii Causal relationship between outputs and outcomes is presented in narrative and/or graphic form (e.g., results chain, logic model, theory of change, evaluation matrix).	Yes	The theory of change shows these relationships.
	iii For theory-based evaluations, the theory of change or results framework is assessed, and if requested in the ToR, it is reformulated/improved by the evaluators.	Not Rated	This is not a theory-based evaluation.
SECTION D:	EVALUATION DESIGN AND METHODOLOGY (weight 20%)	91%	Comments on Rating
Question 8.	Does the evaluation use questions and the relevant evaluation criteria that are explicitly justified as appropriate for the purpose of the evaluation? <i>UNICEF evaluation standards refer to the OECD/DAC criteria - Relevance; Coherence; Effectiveness; Efficiency; Sustainability; Impact (not all are necessarily relevant for all evaluations). Evaluations should also consider equity and leaving no-one behind, gender and human rights based approach (these can be mainstreamed into other criteria). Humanitarian evaluations should also consider Coverage; Connectedness; Coordination; Protection; Security.</i>		
	i Evaluation questions and sub-questions are appropriate for meeting the objectives and purpose of the evaluation. The relevant criteria are specified and are aligned with the questions.	Yes	The evaluation criteria, questions, and sub questions are aligned and seek to achieve the goals described in the evaluation purpose and objectives.
	ii In addition to the questions and sub-questions, the evaluation matrix includes indicators, benchmarks, assumptions and/or other processes from which the analysis can be based and conclusions drawn.	Yes	The evaluation matrix (Appendix 2) is comprehensive and provides the key indicators, data sources, and methods used to conduct the evaluation. It is structured and organized by evaluation criteria and then by questions and sub questions.
Question 9.	Does the report specify adequate methods for data collection, analysis, and sampling?		
	i Evaluation design and set of methods are relevant and adequately robust for the evaluation's purpose, objectives and scope; and are fully and clearly described.	Yes	The evaluation uses a mixed-methods approach that employs FGDs, KIIs, household surveys, document review, and systematic observation. There were a total of 716 participants. This approach is sufficient to meet the objectives of this evaluation.
	ii Data sources are appropriate - these would normally include qualitative and quantitative sources (unless otherwise specified in the ToR) - and are all clearly described.	Yes	Table 8 presents the gender breakdown and totals for all those who participated in each data collection method. Data sources are detailed for all stakeholders and parties involved in the program, as well as for each of the methodologies used for data collection. The sources are appropriate and complete for the program evaluation as outlined in the ToRs.

	iii Sampling strategy is provided - it should include a description of how diverse perspectives are captured (or, if not, provide reasons for this).	Yes	The sampling frame for the evaluation is broad and emphasizes the inclusion of beneficiaries and key stakeholders in the process - duty bearers, implementing partners, UNICEF-UNFPA officials, rights holders, and influencers. 53% of the evaluation participants were girls and women.
	iv Clear and complete description of the methods of analysis.	Yes	The report highlights the software used for qualitative (MaxQDA) and quantitative (SPSS & PowerBI) data analysis, and techniques such as content and thematic analysis are explained.
	v Methodology allows for drawing causal connections between outputs and expected outcomes.	Yes	The methodology is comprehensive enough to fully explore program performance across the various design components and dimensions.
	vi Clear and complete description of limitations and constraints faced by the evaluation, including gaps in the evidence that was generated and mitigation of bias, and how these were addressed by the evaluators (as feasible).	Yes	The limitations highlight the challenges encountered in conducting the evaluation and the mitigation actions (see Table 9).
Question 10.	Are ethical issues and considerations described? The evaluation should be guided by the UNEG ethical standards for evaluation. As such, the evaluation report should include:		
	i Explicit and contextualized reference to the UNEG obligations of evaluators (independence, impartiality, credibility, conflicts of interest, accountability) and/or the principles in the 2020 revised UNEG Ethical Guidelines (integrity, accountability, respect, beneficence).	Yes	Section 3.6 outlines the UNEG ethical principles and obligations that the evaluation aligned with and how the evaluation team sought to ensure that its work met these requirements.
	ii Description of ethical safeguards for participants appropriate for the issues relevant to methodology and how they are applied (respect for dignity and diversity, right to self-determination, fair representation, compliance with codes for vulnerable groups, confidentiality, and avoidance of harm). For those cases where the evaluation involves interviewing children, explicit reference is made to the UNICEF procedures for Ethical Research Involving Children.	No	Although some of the safeguards are briefly noted in the explanation of evaluator principles (such as confidentiality), there is no specific subsection on ethical considerations applied during evaluation. This subsection would be expected to provide further explanation of the Covid precautions taken, other safeguards taken when collecting data from rightsholders (particularly given the sensitivity of this topic) and on the ERIC principles followed. A further concern is that the report includes quotes that identify the position of the respondent.
Question 11.	Does the evaluation incorporate innovative practice that adds value to the evaluation process?		
	i Innovation practice is used to improve the quality of evaluation process. This could evident in several ways such as the design of the methodology (i.e. use of technology for data gathering, extensive participatory processes, systematic analysis processes such as collaborative outcomes reporting and incorporation of big data, specific strategies to address complexity such as outcome harvesting, strong child rights focus), or ways of sharing of evaluation results.	Yes	The evaluation is innovative in terms of its comprehensive methodological approach that enabled extensive quantitative and qualitative to be gathered (including systematic observation, household surveys, and FGDs with youth and women).
SECTION E:	EVALUATION FINDINGS (weight 25%)	100%	
Question 12.	Do the findings clearly address all evaluation objectives and scope?		
	i Findings marshal sufficient levels of evidence to systematically address all of the evaluation's questions, sub-questions and criteria.	Yes	The report's findings are organized by criterion and evaluation question; they are systematically supported by qualitative and quantitative data.
	ii Explicit use of the intervention's results framework/ToC in the formulation of the findings.	Yes	The findings address all of the evaluation questions and highlight the program's performance against the indicators in line with the evaluation matrix.
Question 13.	Are evaluation findings derived from the conscientious, explicit and judicious use of the best available, objective, reliable and valid data and by accurate quantitative and qualitative analysis of evidence?		
	i Evaluation uses credible forms of qualitative and quantitative data. It presents both output and outcome-level data as relevant to the evaluation framework. Triangulation is evident through the use of multiple data sources.	Yes	This section uses data from document review, direct quotes from respondents, and survey and statistical data. Multiple sources of data are presented, in accordance with the evaluation methodology and terms of reference.
	ii Findings are clearly supported by, and respond to, the evidence presented, including both positive and negative. Findings are based on clear performance indicators, standards, benchmarks, or other means of comparison as relevant for each question.	Yes	The findings are guided by the data and evidence from the data collection. It is noted that many indicators are marked not rated because they are for a later phase of the program.
	iii Causal factors (contextual, organizational, managerial, etc.) leading to achievement or non-achievement of results are clearly identified. For theory-based evaluations, findings also analyse the logical chain (progression -or not- from implementation to results).	Yes	Evaluators explore the range of internal, external, and associated factors that have impacted the program's ability to end harmful practices such as child marriage and other forms of GBV. Table 13 summarizes the factors that hindered and facilitated the success of the program.
Question 14.	Does the evaluation assess and use the intervention's Results Based Management elements?		
	i Assessment of the adequacy of the intervention's monitoring system (including completeness and appropriateness of results/performance framework - including vertical and horizontal logic, M&E tools and their usage) to support decision-making.	Yes	EQ5 explores the performance of the program's monitoring and evaluation system, comprehensively highlighting the strengths and weaknesses of the system at all levels. The section also explores the case management system of the Government of Ghana.
SECTION F:	EVALUATION CONCLUSIONS & LESSONS LEARNED (weight 10%)	100%	
Question 15.	Do the conclusions clearly present an objective overall assessment of the intervention?		
	i Conclusions are clearly formulated and reflect the purpose and objectives of the evaluation. They are sufficiently forward looking (if a formative evaluation or if the implementation is expected to continue or have additional phase).	Yes	The evaluation includes preliminary and final conclusions organized and presented by evaluation criteria and questions. They align with the formative approach described in the ToR.

	ii	Conclusions are derived appropriately from findings, and present a picture of the strengths and limitations of the intervention that adds insight and analysis beyond the findings.	Yes	The link between the conclusions and the findings is clearly shown. Both strengths and limitations of the programme are highlighted.
Question 16.		Are logical and informative lessons learned identified? [N/A if lessons are not presented and not requested in ToR]		
	i	Identified lessons stem logically from the findings, have wider applicability and relevance beyond the object of the evaluation.	Yes	The lessons learned are concise and logical; they focus on key lessons learned from the implementation of the Ghana program that can be applied to future and related programs.
	ii	Lessons are clearly and concisely presented, yet have sufficient detail to be useful for intended audience.	Yes	The lessons learned are concise and logically developed and are useful for actors working on child marriage programming.
SECTION G:		RECOMMENDATIONS (weight 15%)	100%	Comments on Rating
Question 17.		Are recommendations well grounded in the evaluation?		
	i	Recommendations align with the evaluation purpose, are clearly formulated and logically derived from the findings and/or conclusions.	Yes	The recommendations address gaps in program performance and ways to improve results in the future.
	ii	Recommendations are useful and actionable for primary intended users and uses (relevant to the intervention); guidance is given for implementation, as appropriate.	Yes	Recommendations are relevant and provide details and specifics to guide their operationalization. Recommendations provide key steps about who and how to ensure that stakeholders can use them.
	iii	Process for developing the recommendations is described, and includes the involvement of duty-bearers, as well as rights holders when feasible (or explanation given for why they were not involved).	Yes	It is noted that key recommendations were discussed with the Evaluation Reference Group and the different stakeholders "in a rather participatory fashion" before their final validation
Question 18.		Are recommendations clearly presented?		
	i	Clear identification of groups or duty-bearers responsible for action for each recommendation (or clearly clustered group of recommendations). Clear prioritization and/or classification of recommendations to support use.	Yes	Recommendations are prioritized and those responsible are identified.
SECTION H:		REPORT STRUCTURE AND PRESENTATION (weight 5%)	64%	
Question 19.		Does the evaluation report include all relevant information?		
	i	Opening pages include: Name of evaluated object, timeframe of the evaluation, date of report, location of evaluated object, names and/or organization(s) of the evaluator(s), name of organization commissioning the evaluation, table of contents -including, as relevant, tables, graphs, figures, annexes; list of acronyms/abbreviations, page numbers.	Yes	The cover page of the report is fully compliant with UNICEF standards and guidelines.
	ii	Annexes include: terms of reference, evaluation matrix, list of interviewees, results chain/ToC/logical framework (unless included in report body), list of site visits, data collection instruments (such as survey or interview questionnaires), list of documentary evidence. Other appropriate annexes could include: additional details on methodology, information about the evaluator(s), etc.	Yes	The annexes are extensive and complete; all essential documents and elements are included as well as supplementary information sampling, and further UNEG compliance information.
Question 20.		Is the report logically structured?		
	i	Structure is easy to identify and navigate (for instance, with numbered sections, clear titles and sub-titles, well formatted).	Yes	The report is clearly organized and sections are appropriately formatted.
	ii	Structure accords to UNICEF guidelines for evaluation reports: context, purpose and methodology would normally precede findings, which would normally be followed by conclusions, lessons learned and recommendations.	Yes	The usual structure is respected. The context, scope, objective and methodology of the evaluation are clearly presented. All other required sections are included in the report.
Question 21.		Is the report well presented?		
	i	Report is of reasonable length; it does not exceed number of pages that may be specified in ToR.	No	The report is over 100 pages long, not including the appendices.
	ii	Report is easy to understand (written in accessible way for intended audience) and generally free from grammar, spelling and punctuation errors.	No	The writing is clear. However, there are a number of editing and formatting issues.
	iii	Frequent use of visual aids (such as infographics, maps, tables, figures, photos) to convey key information. These are clearly presented, labeled, and referenced in text.	Partially	The visualization of the data in the report is well done; however, at times, the graphs are not clearly visible and they are not formatted well on the page.
SECTION I:		EVALUATION PRINCIPLES (weight 10%)	95%	Comments on Rating
Question 22.		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?		
	i	Reference and use of rights-based framework, and/or CRC, CCC, CEDAW and/or other rights related benchmarks in the design of the evaluation.	Yes	The section on relevance includes an entire section that explores the program's alignment with national, regional, and international frameworks and treaties (see Table 10).
	ii	Clear description of the level of participation of key rights holders and duty bearers in the conduct of the evaluation (for example, a reference group is established, stakeholders are involved as informants or in data gathering).	Yes	The report highlights the evaluation reference group (see section 3.6.1) and its role at several points in the report. It is clear that a diverse range of stakeholders participated in the evaluation.
	iii	Language is empowering and inclusive, avoiding gender, heterosexual, age, cultural and religious bias, among others; use terminology of rights holders and duty bearers; data is disaggregated by marginalized group; differential results are assessed (distribution of results across different groups).	Yes	The report uses appropriate and rights-based language throughout, frequently referring to rights holders and duty bearers.
	iv	Evaluation assesses the extent to which the implementation of the intervention addresses child rights and Leave No-one Behind (gender and other excluded and marginalized groups). It is disability inclusive.	Yes	Vulnerable groups are a focus of the evaluation, including people with disabilities.
Question 23.		Does the evaluation meet UN SWAP evaluation performance indicators? (Note: this question will be rated according to UN SWAP standards with detail provided below)	8	

i	GEEW is integrated in the Evaluation Scope of analysis, and evaluation criteria and questions are designed in a way that ensures GEEW-related data will be collected.	Fully integrated	Due to the nature and content of this GBV and early marriage program, GEEW is central to the evaluation questions and criteria, and is highlighted as an objective of the evaluation.
ii	A gender-responsive methodology, methods and tools, and data analysis techniques are selected.	Satisfactorily integrated	The evaluation methodology highlights how gender has been integrated into the evaluation. This is evident from the sampling and presentation of sex-disaggregated data. The number of stakeholders participating in each type of data collection is disaggregated by gender (Table 8). Although ethical practices are described, given the sensitivity of these topics, there could have been a more detailed explanation of how a gender-sensitive approach was used in data collection.
iii	The evaluation Findings, Conclusions and Recommendations reflect a gender analysis.	Fully integrated	Gender is analyzed and assessed in the findings, conclusions, and recommendations section of the report. The report highlights the perspectives of GBV survivors, girls/women, and other vulnerable groups throughout.

SWAP Rating Guidance

i GEEW is integrated in the Evaluation Scope of analysis, and evaluation criteria and questions are designed in a way that ensures GEEW-related data will be collected.

- Does the evaluation assess whether sufficient information was collected during the implementation period on specific result indicators to measure progress on human rights and gender equality results?
- Does the evaluation include an objective specific to assessment of human rights and gender equality considerations or was it mainstreamed in other objectives?
- Was a standalone criterion on gender and/or human rights included in the evaluation framework or mainstreamed into other evaluation criteria?
- Is there a dedicated evaluation question or sub-question regarding how GEEW was integrated into the subject of the evaluation?

ii A gender-responsive methodology, methods and tools, and data analysis techniques are selected.

- Does the evaluation specify how gender issues are addressed in the methodology, including: how data collection and analysis methods integrate gender considerations and ensure data collected is disaggregated by sex?
- Does the evaluation methodology employ a mixed-methods approach, appropriate to evaluating GEWE considerations?
- Are a diverse range of data sources and processes employed (i.e. triangulation, validation) to guarantee inclusion, accuracy and credibility?
- Does the evaluation methods and sampling frame address the diversity of stakeholders affected by the intervention, particularly the most vulnerable, where appropriate?
- Were ethical standards considered throughout the evaluation and were all stakeholder groups treated with integrity and respect for confidentiality?

iii The evaluation Findings, Conclusions and Recommendations reflect a gender analysis.

- Does the evaluation have a background section that includes an intersectional analysis of the specific social groups affected by the issue or spell out the relevant normative instruments or policies related to human rights and gender equality?
- Do the findings include data analysis that explicitly and transparently triangulates the voices of different social role groups, and/or disaggregates quantitative data, where applicable?
- Are unanticipated effects of the intervention on human rights and gender equality described?
- Does the evaluation report provide specific recommendations addressing GEWE issues, and priorities for action to improve GEWE or the intervention or future initiatives in this area?