

GEROS Evaluation Quality Assurance Tool

Version: September 2021

Sudan Country Programme Evaluation (2018-2023)

REPORT RATING SUMMARY			
Overall Rating	69%	Satisfactory	
●●●●●	Exceptional (96% - 100%)	5	
●●●●●	Highly Satisfactory (87.5% - 95.99%)	4	
●●●●-	Satisfactory (62.5% - 87.49%)	3	Meets UNICEF/UNEG standards for evaluation reports. Decision makers may use the evaluation with confidence
●●●- -	Fair (35% - 62.49%)	2	
●- - - -	Unsatisfactory (0% - 34.99%)	1	
REPORT DETAILS			
Title of the evaluation report	Sudan Country Programme Evaluation (2018-2023)		
Report sequence number	Sudan 59-2023-18817		
Region	MENA		
Year of report	2023		
Office	Sudan		
Coverage (countries)	Sudan		
ToRs present	Yes		
Date of review (dd/mmm/yyyy)	20-06-2023		
Name of review firm	IOD-PARC		
CLASSIFICATION OF EVALUATION REPORT			
Management of evaluation (Managerial control and oversight of evaluation)	UNICEF managed		
Unicef goal areas (Alignment with strategic plan priorities)			
Every child survives and thrives	Yes		
Every child learns	Yes		
Every child is protected from violence and exploitation	Yes		
Every child lives in a safe and clean environment	Yes		
Every child has an equitable chance in life	Yes		
Gender equality (cross-cutting)	Yes		
Humanitarian action (cross-cutting)	Yes		
Evaluation object	Country Programme		
Evaluation type	Summative and formative		
Evaluation strategy	Mixed methods		
Evaluation design (primary method used)	Theory-based		
Evaluation level	Output & Outcome		
Geographic scope	National		
Primary SDG(s) covered (number)	1,2,3,4,5,6.1,6.2,6.5		
EQA Summary: <i>The rater will provide top line issues for this evaluation relevant for feedback to senior management (positive and negative), summarizing how the evaluation report meets or fails to meet all criteria. As relevant, the rater will highlight best practice/added value elements and the level of complexity of the evaluation.</i>			
<p>This is an evaluation of the Sudan UNICEF programme for the period 2018-2023, undertaken under complex and difficult circumstances.</p> <p>i) The Executive Summary is well written and can be used as a stand alone document.</p> <p>ii) The Introduction includes the purpose, the objectives, the scope and the intended users. It also includes the methodological framework which usually comes after the background information. It properly presents the evaluation criteria, the data-gathering methods and the source of information including document review, Key Informant Interviews (KIIs) and Focus Group discussions (FGDs).</p> <p>iii) The context presents the various challenges that the rightsholders (beneficiaries) must face in the area of health, nutrition, education, water and sanitation, violence. It also includes a description of the five components of the UNICEF programme in Sudan.</p> <p>iv) The Findings are based on the evaluation criteria including Coherence, Relevance, Efficiency, Effectiveness, Gender and Human rights and Sustainability. The Report underscores the shift that the programme has made following the Coup d'état in October 2021 going from a programme based on collaboration with the Government of Sudan (GoS) to a program delivered directly to local communities with the collaboration of Civil Society Organizations (CSOs) and NGOs.</p> <p>v) Conclusions: Overall, the programme has been successful in various areas including health (vaccination and assistance in child birth), nutrition to acute malnutrition population and kids, education including water and sanitation services at school, protection of the rights of the child including violence against girls (FGM).</p> <p>vi) The recommendations suggest to refocus the programme under fewer areas of intervention both sectorally and geographically, to work more directly with local communities, in collaboration with CSOs and NGOs.</p>			
Recommendations for Improvement: <i>The rater will identify topline recommendations to improve the evaluation, and be specific to the sections of the report where shortcomings were found. As relevant, resources will be cited to assist evaluation managers in overseeing future evaluations.</i>			

Consider the following:

- i) Summarize the Executive summary to respect the five pages recommended, while possibly including a few paragraphs concerning the country context and lessons;
- ii) In the description of investments made, the Report focuses only on UNICEF contributions, forgetting about the various other contributions mentioned in the findings chapter.
- iii) When describing the scope of the UNICEF interventions, the report could provide some geographical indications, potentially including a map;
- iv) The Report includes three Theory of Change in Annex 3, while providing a description in the text box 1; an analysis of the validity of the ToC could be provided;
- v) In the Evaluation Matrix (Annex 2), the judgement criteria could be more clearly presented, either numbered or with bullet points
- vi) The Sampling section could mention if there was or not a balance between men and women in the different categories of participants in KIs or FGD presented in Annex 5.
- vii) While the Inception Report was mentioning various limitations and mitigation measures, the Evaluation Report is mentioning only the limitation of access to government representatives;
- viii) Regarding the Findings, more systematic analysis and more information could have been provided on gender and human rights issues as well as the criteria of Sustainability;
- ix) Among the evaluation questions which could have been addressed more systematically, the ET could underscore the type of interventions that have been more successfully implemented at the local level (See : Evaluation Matrix, question 13, 14, 15, 16);
- x) In the chapter on Findings, the Evaluation team could identify the various categories of stakeholders (UNICEF, government, NGO-CSOs, local communities, men, women) who have expressed opinions on the various subjects;
- xi) The chapter on Findings could have had a specific section on Gender and Human Rights;
- xii) The Evaluation Team should include a chapter on Conclusions and Lessons before the Recommendations based on the conclusions presented in the Findings chapter;
- xiii) The recommendations could be drastically rephrased to put the emphasis on the need for UNICEF to rescope its programme in Sudan; adopt a "community approach" rather than a "secoral approach", strengthen its regional offices in order to provide more direct support to local communities and institutions; develop long term partnership with Civil Society Organizations and NGOs.
- xiv) In order to do so a participatory approach could be applied to review the Evaluation Report in collaboration with UNICEF staff, and other key partners.

SECTION RATINGS			
SECTION A:	EXECUTIVE SUMMARY (weight 5%)	67%	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 (ES) is clearly presented, can be used as a standalone document for decision-making, is relevant in terms of conciseness and depth for key users. It exceeds (7.5 pages) the five (5) pages recommended, and no mention is made in the ToR in this regard.
	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.	Partially	It includes the basic elements of overview of the intervention, evaluation purposes, objectives and intended audiences, evaluation methodology, key conclusions, and recommendations. The ES does not include references to the context, nor to lessons learned.
	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	The ES includes significant information needed to understand the intervention and the evaluation. As previously mentioned, the ES could include a section on the context of the program.
SECTION B:	BACKGROUND (weight 5%)	79%	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	In the introduction (p. 1) the Evaluation Report (ER) offers a clear and relevant description of the interventions, including the location, timelines, costs, budget and implementation status.
	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	In the Introduction (section 1.1 and 1.2) and the section called UNICEF in Sudan (2.2), the ER offers a clear and relevant description of the intended rightsholders (beneficiaries) and duty bearers (state and non state actors) by types and locations. The Evaluation Matrix Annex 2 (p. 59 to 67) offers complementary details. Annex 6 offers data regarding the beneficiaries comparing targets set versus targets reached.
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	Section 2 offers a clear description of the country context and the UNICEF programme, including socio-economic, political, cultural, institutional and international factors. In particular, it underscores the lack of investment in the key areas (health, education, social protection) by the GoS which affects the UNICEF interventions. The various UNICEF programme interventions suggest the strengthening of policies and government institutions regarding health and nutrition, the access to water and sanitation, education and learning, child protection.
	ii) Linkages drawn to the SDGs and relevant targets and indicators for the area being evaluated.	Partially	Section 2.2 regarding UNICEF interventions in Sudan indicates that "the Country Programme aims to contribute to eight of the seventeen Sustainable Development Goals (SDG). Paragraph 20 underscores the lack related to the SDG 6.2 related to access to water and sanitation. It includes various mentions regarding the SDG 6 , it should mention targets and indicators regarding the other SDGs.
	iii) Clear and relevant description (where appropriate) of the status and needs of the rightsholders/beneficiaries of the intervention.	Yes	Section 2.1 referring to key elements of the country context presents a clear and relevant description of the needs of the rightsholders/beneficiaries.
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).	Partially	The Country context (section 2.1) and the description of the UNICEF interventions (2.2) identify the implementing agency (mostly UNICEF). The Annex 3 of the Inception Report presents a Stakeholders analysis which could be replicated in the Evaluation Report. Given the findings of the evaluation, the community level stakeholders should be more clearly presented.
	ii	Identification of the specific contributions and roles of key stakeholders (financial or otherwise), including UNICEF.	Partially	Table 3, page 12, presents the UNICEF year-wise contributions by programme sectors. This section could identify the contributions made by other actors, be governmental, non-governmental or international.
SECTION C:	EVALUATION PURPOSE, OBJECTIVES AND SCOPE (weight 5%)		92%	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	The purpose of the evaluation is clearly defined as the Sudan Country Programme Evaluation for the period 2018 to 2023. It was noted that this was a requirement of the UNICEF policy to evaluate country programmes every second cycle.
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	The objectives of the evaluation are presented, in the Introduction, clearly and completely with reference made to the adjustments of the evaluation questions.
	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	The description of the scope of the evaluation is presented in section 1.2, mentioning the five components of the programme and the three specific objectives. It underscores the difficulty to assess the capacity development interventions given the drastic changes due to the coup d'État in 2021. A map could have been added, with identification of the most affected regions and the areas of UNICEF interventions.
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	There is a clear description of the intervention's intended results in the section 2.2 describing the UNICEF interventions in Sudan. The Box 1 provides details of outcomes and outputs of the programme.
	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	Annex 3 presents the Theory of change for sectoral programmes, including health and nutrition, education, social protection. Annex 2 presents an Evaluation Matrix.
	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.	Partially	A very sophisticated Theory of change visuals of the programme components are presented in Annex 3. A description is provided in Box 1 (page 8). The paragraphs 26 to 32 explain the variations over time and the shift towards more community-driven interventions rather than capacity development of governmental institutions. The section 2.2 could provide an assessment of the Theory of change included in Annex 3 (Health and Nutrition, Education, Policy and Social protection) and explain why other components of the programme (WASH, etc.) do not have a Theory of change or results.
SECTION D:	EVALUATION DESIGN AND METHODOLOGY (weight 20%)		77%	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 20 evaluation questions are presented in the Evaluation Matrix (Annex 2). These represent a modification of the 16 original evaluation questions. The adjustment has been agreed upon by the UNICEF Evaluation Steering Committee as stated in paragraph 5 (page 2).
	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.	Partially	The Evaluation Matrix (Annex 2) includes: 20 questions, judgement criteria (indicators), data sources, methods of collection, data analysis methods. The judgement criteria could be more clearly presented, either numbered or with bullet points.
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 design presents (section 1.3.1 and 1.3.2) a set of data collection methods (documentation review, interviews of key stakeholders, focus groups, and visits to strategic areas and institutions) relevant for the purpose of the 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	Data sources are appropriate including qualitative and quantitative sources, given the very unstable situation of the country.
	iii Sampling strategy is provided - it should include a description of how diverse perspectives are captured (or, if not, provide reasons for this).	Partially	The sampling strategy includes UNICEF staff as well as government representatives, plus a number of NGOs, UN agencies and donors. The community participants have been consulted through 8 focus groups. No mention is made with regards to gender balance in the different categories of participants in KIIs or FGDs. Annex 5 could include the split by gender.
	iv Clear and complete description of the methods of analysis.	Yes	Section 1.3.2 para 9 provides a clear and complete description of the methods of analysis.
	v Methodology allows for drawing causal connections between outputs and expected outcomes.	Yes	The methodology allows for drawing causal connections between outputs and outcomes, although the report makes frequent reference to a set of complex factors (political, social, economic, ecological, environmental situation and administrative limitations).
	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).	Partially	The main limitation mentioned in section 1.3.5 is the coup d'État of October 2021 which modified the relation between UNICEF and government institutions. Other issues that could have been mentioned: COVID-19, potential insecurity areas, as in the Inception Report.
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	Explicit and contextualized ethical issues are presented in section 1.3.3. Reference to UNEG ethical guidelines is made. The section on Ethical issues mentions six practices that have been applied by the Evaluation Team.
	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.	Yes	Yes, the description is appropriate and relevant. Section 1.3.3 on ethical issues refers to: i) Informed consent; ii) Avoiding harm; iii) Treatment of participants on equal basis and without bias; iv) Voluntary participation; v) Ensuring confidentiality; vi) Independence and impartiality.
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 be 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.	No	Based on the information provided in the ToRs and Inception Report, no innovative practices were utilised or requested. However, undertaking a programme evaluation in such a complex, conflictual context is a major achievement.
SECTION E: EVALUATION FINDINGS (weight 25%)		75%	Comments on Rating
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.	Partially	Chapter 3 presents sufficient levels of evidence to systematically address most evaluation questions and criteria. It is not clear if all evaluation questions and judgement criteria are all addressed. The criteria of Sustainability is very scarcely addressed given the very complex and difficult intervention context of UNICEF in Sudan after the Coup d'État in October 2021. The Evaluation Matrix includes criteria of Gender and Human rights issues. Although, there are references to these issues scattered in the Findings chapter, they are not systematically addressed in a specific section in the Findings chapter. Among the evaluation questions that could have been addressed more systematically, the ET could have underscored the area that have been more successfully implemented at the local level (See: Evaluation Matrix, question 13, 14, 15, 16)
	ii Explicit use of the intervention's results framework/ToC in the formulation of the findings.	Yes	Chapter 3 makes clear use of intervention results framework (see among others: Tables 5, 6, 7, 8, 9, 10) and Annex 6.
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	The Evaluation uses credible qualitative (there are frequent references to KIIs) and quantitative data (see among others: Table 5, 6, 7, 8, 9, 10). Triangulation is undertaken by mentioning qualitative assessment from the KIIs of the quantitative data. The ET could specify which of the Key Informants have expressed specific opinions on a given subject.
	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.	Partially	Findings are clearly supported and respond to the evidence presented, including both positive and negative opinions and findings. On the negative side, we can mention the weak, not well functioning and badly maintained WASH related constructions and school facilities. Among elements which could strengthen the credibility and evidence of the findings would be to specify which category of the KIIs (UNICEF staff, outside UNICEF, government representatives, national or local authorities, NGOs or local representatives, etc.) has made one or another statement. Also, it would be worth indicating if certain opinions have been expressed by mostly men or women.
	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	Causal factors (contextual, organizational, managerial, etc.) are frequently mentioned. Among others, the ER insists on the weak political will and institutional capacity and consequent low investments of the GoS in health, nutrition, education, child protection, water and sanitation, etc.
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.	Partially	The Evaluation Report makes a good use of UNICEF monitoring reports (Results Assessment Module, RAM). The section on Programme Effectiveness (3.4.1.6) mentions a dearth of evaluative data (para 99) and underscore the need to integrate various sources of information. The section on Programme Efficiency (3.3 and/or 3.4.2) could have undertaken a more thorough analysis of the monitoring system in place, including potential gaps) in order to provide clear guidance on M&E for the future, including innovative approaches. For example, a community, school or health centres focus could be considered.
SECTION F:	EVALUATION CONCLUSIONS & LESSONS LEARNED (weight 10%)	63%	Comments on Rating
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).	Partially	The conclusions regarding the Findings are clearly presented at the end of each section corresponding to each criteria (Coherence, Relevance, Efficiency, Effectiveness, Sustainability, Gender and Cross-cutting issues, etc.) The 2017 UNICEF GEROS Handbook suggests that a specific section regarding Conclusions and Lessons be provided (page 17). This section is weighted 15% of the overall Evaluation Report Assessment. Therefore, it is recommended that the ET summarizes the specific sections regarding conclusions included in the Findings chapter in a specific chapter before the Recommendations.
	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 conclusions are derived from the findings and present a picture of strengths (UNICEF leadership in various areas, capacity of adaptation to complex environment, etc.) and limitations (Bad quality of constructions, silo approach in implementation, etc.).
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.	Partially	Yes, lessons stem logically from findings and have wider applicability. However, given the potential use of the Evaluation findings in future programme interventions of UNICEF in Sudan, there could have been lessons applicable to the future programme interventions. The section on Programme Integration (3.4.2) or Innovation (3.4.4) could serve that purpose.
	ii Lessons are clearly and concisely presented, yet have sufficient detail to be useful for intended audience.	Partially	The lessons learned are scattered (see paragraphs 104 & 105) in the Findings chapter. The ET should consider including lessons to be learned from good practices in a Conclusions section, and a separate Lessons section could be added.
SECTION G:	RECOMMENDATIONS (weight 15%)	50%	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.	Partially	Many recommendations are aligned with the purpose, and are clearly formulated and derived from the findings. However, the main conclusion which can be derived from the findings "the need to provide direct support to communities, municipalities, and local structures (schools, health centres , etc.) does derive very clearly from the 8 recommendations. One of the main findings concludes: While in the past (pre-coup) most of the programme delivery was done through the GoS apparatus, it has now shifted to working largely through civil society organization (CSO) partnerships and direct cash. UNICEF has thus prioritized programming at state and local levels emphasizing resilience at community and locality level, which became even more pertinent after the 2021 coup" (para : e, page iv-v). In that context, UNICEF could strengthen its field offices, but nothing is said concerning this issue in the 8 current recommendations.
	ii Recommendations are useful and actionable for primary intended users and uses (relevant to the intervention); guidance is given for implementation, as appropriate.	Partially	Some recommendations are useful (number 1 on focus and depth, number 2 : focus on particular geographical areas) but others are non-actionable, such as R2: ii) support government and other agencies in the rest of the country. It is also difficult to understand why more attention should be given to sustainability in a context of war (R3). Various mentions of support to NGOs are made (R3-iii, R6, R7) while the report clearly mentions the difficulties to reach agreements, expeditious and cost-effective implementation through such organizations. (Ref: involving partnership with NGOs remains cumbersome and delivery costs higher than delivering through government (para j. p. viii). It is difficult to understand why the evaluation recommends keeping programming related to "peace-building" when the report mentions on various occasion that "this is not the role of UNICEF, which should focus on resilience oat the community level".
	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).	Partially	Paragraph 5 (page 2) mentions the existence of the UNICEF Steering Committee for the evaluation. However, there is no mention of any consultation regarding the recommendations, either with UNICEF or other stakeholders. The ET could have or could in the future organize a debriefing session with UNICEF and potentially other UN and international actors to discuss the follow-up to the findings, including recommendations and lessons.
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.	Partially	Recommendations chapter mentions various actors including UN Agencies, NGOs, CSOs, even government entities. However, the role these duty-bearers would play, as responsible or participant in the further design and implementation of the recommendations, is not clear.
SECTION H: REPORT STRUCTURE AND PRESENTATION (weight 5%)		79%	Comments on Rating
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 Front and opening pages include: i) name of evaluated object, ii) timeframe of the evaluation, iii) date of report, iv) location of evaluated object, v) names of the evaluators and organization (Lattanzio KIBS, Italy), vi) table of contents -including, as relevant, tables, graphs, figures, annexes; vii) list of acronyms/abbreviations, viii) page numbers. The ET could include on the front page the name of the organization commissioning the evaluation (UNICEF) and the date of submission of the Report.
	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.	Partially	Annexes include: i) Terms of reference; ii) Evaluation Matrix; iii) results chain/ToC/logical framework;iv) List of inofrmants and group discussions; v) List of documentary evidence. The ET could also include : i) data collection instruments (such as survey or interview questionnaires), ii) List of site visits and a Map of locations; iii) Other appropriate annexes could include: additional details on methodology and stakeholders analysis.
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 structure is easy to identify and navigate through, with numbered sections, clear titles and sub-titles, and the reprot is well 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.	Partially	The structure is partly consistent with UNICEF guidelines for evaluation reports. It includes the context, purpose, methodology, followed by the findings, and recommendations. The section on Methodology (1.3) could follow the section on the Country Context and UNICEF programme. It is suggested to include a chapter regarding Conclusions and lessons.
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.	Yes	Yes, the Report has a reasonable length. The presentation, and Executive Summary add up to 13 pages, the body of the report counts 47 pages and Annexes are 30 pages long, with a total of 78 pages.

	ii	Report is easy to understand (written in accessible way for intended audience) and generally free from grammar, spelling and punctuation errors.	Yes	The Report is easy to understand, well written and generally free from grammar, spelling and punctuation errors.
	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 report includes 10 Tables. A Map and other visuals could have been included to illustrate the main areas of intervention of UNICEF and the areas visited by the Evaluation Team.
SECTION I: EVALUATION PRINCIPLES (weight 10%)			57%	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 evaluation makes reference to the rights-based framework. The CCC is mentioned in the report (see para 41) but not spelled out in the acronym list. CRC is mentioned under UNCRC.
	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).	Partially	The rights holders are mentioned in the List of FGDs and duty bearers in the evaluation other than as respondent (KIs) (Annex 5). The ToRs nor the Inception Report mention a Reference Group.
	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 language is adequate and inclusive, avoiding gender, sex, age, religious bias. It uses the terminology of duty bearers and right holders. There are mentions of marginalized groups such those suffering of Moderate Acute Malnutrition, the Out of school children (OOSC) and those subject to FGM. The Evaluation Team could refer to different ethnic or religious group where feasible and the impact on the delivery of the UNICEF programme.
	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.	Partially	The Evaluation assesses the extent to which the UNICEF interventions have addressed the child rights and disadvantaged groups (OOSC among others). However, there is no reference to the disability, although it is mentioned in the Evaluation Matrix under the criteria of Relevance and Gender and Vulnerability issues.
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)				
	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.	Partially integrated	The Evaluation Matrix includes criteria related to Gender issues and reference is made to gender under the Relevance criteria. The Evaluation Team should assess whether sufficient information was collected during the implementation period on specific result indicators to measure progress on human rights and gender equality.
	ii	A gender-responsive methodology, methods and tools, and data analysis techniques are selected.	Partially integrated	Gender issues were taken in consideration as an analytical method as well as the consistency to UNICEF strategies. Questionnaires in the Inception Report include gender related questions. The Evaluation Team should disaggregate the list of participants to KIs and FGDs by gender and assess whether a balance was taken in consideration and kept.
	iii	The evaluation Findings, Conclusions and Recommendations reflect a gender analysis.	Partially integrated	The conclusions (C5) of the Executive Summary refers to gender issues. One recommendation (R8) refers to gender. The Evaluation team should provide conclusions and lessons related to gender issues. The recommendations should consider gender issues under the various recommendations as cross-cutting issue.

SWAP Rating Guidance

<p>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.</p> <p>a. 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?</p> <p>b. Does the evaluation include an objective specific to assessment of human rights and gender equality considerations or was it mainstreamed in other objectives?</p> <p>c. Was a standalone criterion on gender and/or human rights included in the evaluation framework or mainstreamed into other evaluation criteria?</p> <p>d. Is there a dedicated evaluation question or sub-question regarding how GEEW was integrated into the subject of the evaluation?</p>
<p>ii A gender-responsive methodology, methods and tools, and data analysis techniques are selected.</p> <p>a. 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?</p> <p>b. Does the evaluation methodology employ a mixed-methods approach, appropriate to evaluating GEWE considerations?</p> <p>c. Are a diverse range of data sources and processes employed (i.e. triangulation, validation) to guarantee inclusion, accuracy and credibility?</p> <p>d. Does the evaluation methods and sampling frame address the diversity of stakeholders affected by the intervention, particularly the most vulnerable, where appropriate?</p> <p>e. Were ethical standards considered throughout the evaluation and were all stakeholder groups treated with integrity and respect for confidentiality?</p>

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

- a. 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?
- b. 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?
- c. Are unanticipated effects of the intervention on human rights and gender equality described?
- d. 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?