

EVALUATION ID	1860-2013/001
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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
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	Response				
Title of the Evaluation Report	ESCUELA AMIGA DE LOS NIÑOS Y LAS NIÑAS ENANN, INFORME DE EVALUACIÓN EXTERNA				
Report sequence number	2013/001	Date of Review	27/05/2014	Year of the Evaluation Report	2013
Region	The Americas and Caribbean Regional Office			Country	Honduras
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)	1.1 Sub-national: The programme and evaluation covers selected sub-national units (districts, provinces, states, etc.) within a country, where results cannot be generalized to 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)	3.7 Programme: An evaluation of a sectorial programme to determine its overall effectiveness and efficiency in relation to the stated goals and objectives				
Result (Level of changes sought, as defined in RBM: refer to substantial use of highest level reached)	4.2 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)	5.1 Sectoral: addresses issues within only one of the five MTSP focus areas (2. Basic education & gender equality)				
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.	Yes	Después de la introducción, se presenta el contexto del sistema educativo en Honduras, lo que proporciona información muy útil (incluso un esquema de la estructura del sistema) lo que posteriormente servirá para aclarar los hallazgos (pgs. 12-15). Se comparan también las inscripciones y la perseverancia en la escuela desde una perspectiva de género (pg. 15). En una sección distinta, los evaluadores describen el programa, su objetivo, su metodología y sus componentes (pgs. 16-17), así como la historia, la implementación por departamento y el propósito del programa (pg. 18, pg. 20).	A/ Does the report present a clear & full description of the 'object' of the evaluation? The report should describe the object of the evaluation including the results chain, meaning the 'theory of change' that underlies the programme being evaluated. This theory of change includes what the programme was meant to achieve and the pathway (chain of results) through which it was expected to achieve this. The context of key social, political, economic, demographic, and institutional factors that have a direct bearing on the object should be described. For example, the partner government's strategies and priorities, international, regional or country development goals, strategies and frameworks, the concerned agency's corporate goals & priorities, as appropriate.		
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.	Mostly	Highly satisfactory Las primeras secciones del informe contienen información adecuada sobre el programa y su entorno nacional, y cada sección está estructurada claramente con subtítulos. Es una muy buena práctica incluir una sección separada para tratar de los actores principales, pero es recomendable enumerarlos de manera más precisa y añadir información sobre sus responsabilidades o sus contribuciones al programa.	Constructive feedback for future reports <i>Including how to address weaknesses and maintaining good practice</i> La inclusión de la lógica del programa con un esquema que muestre los vínculos entre los productos, efectos e impactos es recomendada. Así mismo un esquema similar puede servir para mostrar la relación entre los actores principales.		
Stakeholders and their contributions					
5 Are key stakeholders clearly identified? These include o implementing agency(ies) o development partners o rights holders o primary duty bearers o secondary duty bearers	Yes				
6 Are key stakeholders' contributions described? This can involve financial or other contributions and should be specific. If joint program also specify UNICEF contribution, but if basket funding question is not applicable	Mostly				
7 Are UNICEF contributions described? This can involve financial or other contributions and should be specific	Mostly				
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				
Executive Feedback on Section A Issues for this section relevant for feedback to senior management (positives & negatives), & justify rating. <i>Up to two sentences</i>	Las primeras secciones proporcionan información útil e interesante sobre el contexto y el programa que permite contextualizar las actividades y su pertinencia. La lógica del programa y las contribuciones de los actores claves habrían podido estar presentadas con más detalle.				

SECTION B: EVALUATION PURPOSE, OBJECTIVES AND SCOPE			
Question	cc	Remarks	
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.	Mostly	El objetivo general y los objetivos específicos de la evaluación están enumerados (pg. 22), así como el alcance temporal y geográfico de la evaluación (pg. 23). El propósito es menos obvio y los evaluadores habrían podido presentarlo con un subtítulo claro. No obstante, los evaluadores crean vínculos evidentes entre los tres elementos.	<p>B/ Are the evaluation's purpose, objectives and scope sufficiently clear to guide the evaluation?</p> <p>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.</p>
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	Yes		
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)	Yes		
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. <i>(This is an extremely important question to UNICEF)</i>	Yes	Los criterios de evaluación (pertinencia, eficacia, sostenibilidad, efectividad, eficiencia e impacto) figuran en la descripción del objetivo general (pg. 22) y la sección "Criterios de evaluación" (pg. 23). Aunque son criterios tradicionales y los evaluadores los definen al inicio de cada sección del informe, es muy importante explicar en qué medida cada criterio es útil para evaluar el objeto. Una tal justificación aumenta la credibilidad del informe porque muestra que los evaluadores entienden bien el marco de evaluación.	Highly satisfactory
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.	Mostly		
Executive Feedback on Section B Issues for this section relevant for feedback to senior management (positives & negatives), & justify rating. <i>Up to two sentences</i>	Los evaluadores presentan bien el alcance y los objetivos del informe, pero el propósito está menos claro. Asimismo, se enumeran claramente los criterios de evaluación, aunque más detalles habrían sido necesarios para justificar su elección.		
			<p>Constructive feedback for future reports</p> <p><i>Including how to address weaknesses and maintaining good practice</i></p>
			La robustez del informe se vería fortalecida si se incluyese una tabla con los criterios de evaluación en la cual se explicase por qué cada criterio es útil o pertinente para evaluar el objeto.

SECTION C: EVALUATION METHODOLOGY, GENDER, HUMAN RIGHTS AND EQUITY		
Question	cc	Remarks
Data collection		
<p>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.</p>	Yes	Los evaluadores explican los tres enfoques (gestión de conocimiento, enfoque de género, derechos humanos) (pgs. 24-25) que sirvieron para guiar el análisis, así como las tres técnicas de análisis (pg. 26). Describen cada etapa del proceso de evaluación y las herramientas utilizadas (pgs. 27-28), detallando los criterios e indicadores para cada dimensión del programa (pgs. 29-30). Por el contrario, la información sobre la selección de las fuentes es más limitada. (pgs. 32-34).
<p>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</p>	Mostly	
Ethics		
<p>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</p>	Mostly	No se mencionan expresamente las consideraciones éticas del programa, pero como el análisis está hecho desde los enfoques de derechos humanos y género, ciertos elementos indirectamente relacionados con la ética se incluyen.
<p>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</p>	No	Los términos de referencia detallan cuatro consideraciones éticas a respetar (pgs. 87-88), pero los evaluadores no las reiteran en el documento. Además, identifican las citas de las personas entrevistadas.
Results Based Management		
<p>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.</p>	Mostly	El sistema de monitoreo del programa no está analizado en una sección distinta. Se le menciona brevemente en el análisis de la eficacia (pg. 56), sin proporcionar más detalles.
<p>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.</p>	Mostly	Los evaluadores analizan cada componente del programa para verificar su nivel de cumplimiento (pgs. 43-44).
		Mostly Satisfactory
		<p>C/ Is the methodology appropriate and sound?</p> <p>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.</p> <p>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.</p>
		Constructive feedback for future reports <i>Including how to address weaknesses and maintaining good practice</i>
		<p>El género, los derechos humanos y la equidad están integrados por la mayoría del informe, a partir de la descripción de la metodología. Además, la presentación de los enfoques y las etapas del proceso de evaluación está bien formulada, así como la descripción del aporte de los actores importantes.</p> <p>Por el contrario, más detalles alrededor de la ética y el monitoreo habrían profundizado el análisis y la credibilidad de la metodología. Una corta sección sobre las limitaciones de la metodología y más información sobre las fuentes utilizadas también habrían sido</p>
		<p>Es recomendable tratar del sistema de monitoreo del objeto evaluado en una sección aparte del reporte, por ejemplo, en la sección sobre la sostenibilidad, porque eso permite profundizar y completar el análisis.</p> <p>En la matriz, se puede incluir las herramientas y fuentes de información utilizadas según cada dimensión analizada, a fin de concretizar el vínculo entre la metodología y el objeto evaluado.</p>

Human Rights, Gender and Equity		
<p>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?</p> <p>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</p>	Yes	<p>La evaluación analiza el programa desde un enfoque de derechos humanos ("aquellos con el deber" y "aquellos con el derecho," pg. 25), así como un enfoque de género/equidad (pg. 24).</p> <p>Se identifica el análisis del monitoreo según los derechos como una parte integral del enfoque de derechos humanos (pg. 25), pero en el texto, este elemento no es propiamente resaltado.</p>
<p>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?</p> <p>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.</p>	No	<p>Los evaluadores establecen un vínculo entre la educación y el desarrollo humano (pg. 35). Describen las actividades de capacitación realizadas con los maestros (pgs. 36-37, pg. 47), y analizan los componentes mínimos para garantizar una educación digna y con calidad (pg. 42, pg. 45), incluso el espacio físico (pg. 44). El aporte del programa con respecto a los derechos humanos se encuentra explicado (pg. 60).</p>
<p>22 Do the methodology, analytical framework, findings, conclusions, recommendations & lessons provide appropriate information on HUMAN RIGHTS (inc. women & child rights)?</p> <p>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.</p>	Yes	<p>Uno de los tres enfoques de análisis principales es el género (pg. 25). Así, los evaluadores consideran elementos como el ambiente saludable y la señalización de los baños por género (pg. 44, pg. 45), así como el contenido de aprendizaje con enfoque de género (pg. 47) y el impacto relacionado con el género (pg. 61).</p>
<p>23 Do the methodology, analytical framework, findings, conclusions, recommendations & lessons provide appropriate information on GENDER EQUALITY AND WOMEN'S EMPOWERMENT?</p> <p>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.</p>	Yes	<p>Los evaluadores explican que los inequidades por estatus socioeconómico persisten (pg. 36) y cuentan la inclusión de alumnos con discapacidad entre los elementos analizados (pg. 46).</p>
<p>24 Do the methodology, analytical framework, findings, conclusions, recommendations & lessons provide appropriate information on EQUITY?</p> <p>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.</p>	Yes	

útiles.

Stakeholder participation		
<p>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.</p>	Yes	En los agradecimientos, los evaluadores indican que el personal de UNICEF participó considerablemente en el proceso de recopilación de datos y en la coordinación de las visitas (pg. 2). Luego, explican también que fue una evaluación participativa en la cual se involucraron las partes interesadas del Grupo de Referencia (pg. 26). En la descripción del proceso de evaluación, muestran que UNICEF participó en cada etapa (pgs. 27-28, pg. 30), incluso en la validación de los hallazgos (pg. 31).
<p>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.</p>	Yes	
Methodological robustness		
<p>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.</p>	Mostly	No se realiza un análisis contrafactual o de atribución, pero los evaluadores tratan de delinear las contribuciones del programa (pg. 46, pg. 50, pg. 60).
<p>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.</p>	Mostly	En el anexo II, los evaluadores detallan los criterios e indicadores de evaluación según cada dimensión del programa. Aunque no muestran los instrumentos y fuentes relacionados con los criterios, la matriz hace resaltar en cierta medida el vínculo entre el propósito y la metodología.
<p>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</p>	Mostly	No hay una sección precisa que trata de las limitaciones de la metodología. Los evaluadores explican cómo ajustaron el trabajo de campo cuando se enfrentaron al paro nacional del gremio de maestros (pg. 28), pero no proveen más detalles claros sobre las limitaciones.
<p>Executive Feedback on Section C Issues for this section relevant for feedback to senior management (positives & negatives), & justify rating. <i>Up to two sentences</i></p>	<p>Las fortalezas principales de la metodología son la integración del género, los derechos humanos y la equidad, así como la participación de las partes interesadas en el proceso de evaluación. Más información sería necesaria alrededor del monitoreo, la ética y las fuentes utilizadas.</p>	

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	Los evaluadores atribuyen una valoración a cada criterio (subrayada en negrita en el texto), lo que hace sobresalir los mensajes importantes. De manera similar, la inclusión de esquemas apoya y hace resaltar puntos claves, también analizados brevemente en el texto (ej. pg. 55).	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.
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.	Mostly	En general, el informe está organizado por los criterios, pero no por las preguntas de evaluación (con excepción de la sección Efectividad, en la cual se responde a preguntas precisas, pgs. 49-50). En general, contesta a las preguntas de los términos de referencia, con excepción del análisis del monitoreo, que no resalta del texto. Las secciones Efectividad y Sostenibilidad muestran, por cada componente del programa, en qué medida se están cumpliendo los resultados previstos. Esto permite ver el progreso del programa en cierta medida. Además, una sección al final del análisis de la efectividad resume los cambios evidenciados y resultados obtenidos (pgs. 49-50).	
32 Do findings demonstrate the progression to results based on the evidence reported? There should be a logical chain developed by the findings, which shows the progression (or lack of) from implementation to results.	Yes	Brechas y discrepancias en los datos oficiales y los datos de la muestra están identificadas (pg. 39), así como la falta de datos desagregados (pg. 58). Los impactos no previstos del programa están descritos (ej. pg. 61).	
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	Los impactos no previstos del programa están descritos (ej. pg. 61).	
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.	Yes		
Cost Analysis			
35 Is a cost analysis presented that is well grounded in the findings reported? Cost analysis is not always feasible or appropriate. If this is the case then the reasons should be explained. Otherwise the evaluation should use an appropriate scope and methodology of cost analysis to answer the following questions: o How programme costs compare to other similar programmes or standards o Most efficient way to get expected results o Cost implications of scaling up or down o Cost implications for replicating in a different context o Is the programme worth doing from a cost perspective o Costs and the sustainability of the programme.	Yes	En la sección Eficacia, los evaluadores consideran la distribución de la inversión por cada iniciativa principal (pgs. 55-57) y en el tiempo (pg. 57-58).	Highly satisfactory Los hallazgos y las conclusiones están bien hechos, de manera clara y (en general) con detalle suficiente. El empleo de frases en negrita hace resaltar lo más importante, y las tablas de observaciones permiten analizar la progresión de las actividades realizadas. Además, el aporte de las partes interesadas está subrayado y las fortalezas/debilidades del programa están descritas y explicadas. Las conclusiones, por su parte, están bien formuladas, pero deberían profundizar el análisis.

Contribution and causality		
<p>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.</p>	Yes	Los aportes de los actores claves están descritos (ej. los maestros, pg. 39, pg. 41; el rol importante de los gestores iniciales del programa, pg. 41; los padres, pg. 48).
<p>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. <i>(This is an extremely important question to UNICEF)</i></p>	Yes	El informe proporciona algunas explicaciones de los logros y desafíos del programa (ej. falta de materiales, pg. 38; cambio de gobierno nacional, pg. 41; número de estudiantes, pg. 45; componente de ciudadanía y democracia, pg. 47; transferencia al nivel público, pg. 57; buenas prácticas, pg. 62).
Strengths, weaknesses and implications		
<p>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.</p>	Mostly	Unos desafíos continuos están descritos en la sección Sostenibilidad (ej. debilidades del sistema educativo, pg. 52; falta de recursos económicos, pgs. 52-53; bajo nivel de involucramiento a nivel de las autoridades, pg. 63), pero sus consecuencias a largo plazo no están descritas con el suficiente detalle.
<p>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.</p>	Yes	Las conclusiones (pgs. 65-66) presentan claramente las fortalezas (ej. la permanencia de la aplicación de la metodología) y las debilidades principales (ej. deterioro de la infraestructura).
Completeness and insight of conclusions		
<p>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.</p>	Mostly	Las conclusiones están incluidas después de las lecciones aprendidas y antes de las recomendaciones (pgs. 65-66). Están presentadas como "una síntesis de los principales hallazgos de la evaluación" (pg. 65), lo que hacen bien. Reflejan las perspectivas proporcionadas en el análisis, y están formuladas de manera clara. Si las conclusiones hubieran sido organizadas por los criterios de evaluación, como el análisis, los vínculos entre el cuerpo del texto y las conclusiones habrían sido más claros, y los evaluadores habrían podido añadir más valor/profundidad al análisis.
<p>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.</p>	Yes	
<p>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).</p>	Yes	

Executive Feedback on Section D

Issues for this section relevant for feedback to senior management (positives & negatives), & justify rating.

Up to two sentences

Los hallazgos y las conclusiones están bien formulados, presentando la información clave alrededor de cada criterio de evaluación, las fortalezas y debilidades del programa, así como el aporte de los actores principales. Los evaluadores habrían podido analizar con más profundidad y rigor las consecuencias de los desafíos y las preguntas de evaluación.

SECTION E: RECOMMENDATIONS AND LESSONS LEARNED			
Question	cc	Remarks	
Relevance and clarity of recommendations			
43 Are the recommendations well-grounded in the evidence and conclusions reported? Recommendations should be logically based in findings and conclusions of the report.	Yes	En general, las recomendaciones reflejan las debilidades explicadas en el análisis (ej. uniformizar los criterios, dar sostenibilidad a la infraestructura), así como los objetivos y el propósito del informe (sobretudo para asegurar la sostenibilidad de los esfuerzos).	<p>E/ Are the recommendations and lessons learned relevant and actionable?</p> <p>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.</p> <p>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.</p>
44 Are recommendations relevant to the object and the purpose of the evaluation? Recommendations should be relevant to the evaluated object	Yes	Sólo cinco recomendaciones figuran en el informe (pgs. 67-68). Están presentadas en una corta lista al final del texto.	
45 Are recommendations clearly stated and prioritised? If the recommendations are few in number (up to 5) then this can also be considered to be prioritised. Recommendations that are over-specific or represent a long list of items are not of as much value to managers. Where there is a long list of recommendations, the most important should be ordered in priority.	Yes		
Usefulness of recommendations			
46 Does each recommendation clearly identify the target group for action? Recommendations should provide clear and relevant suggestions for action linked to the stakeholders who might put that recommendation into action. This ensures that the evaluators have a good understanding of the programme dynamics and that recommendations are realistic.	No	Los evaluadores no identifican las partes interesadas responsables de implementar las recomendaciones.	<p>Highly satisfactory</p> <p>Las recomendaciones son poco numerosas y están ligadas al análisis y el objeto principal del informe. Parecen realistas en la mayoría de los casos, aunque más detalles (incluso las partes interesadas responsables de su aplicación y ejemplos concretos de acciones recomendables) habrían sido útiles para favorecer su implementación. Las lecciones aprendidas, por su parte, son pertinentes, bien formuladas y bastante generales.</p>
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	Mostly	En general, las recomendaciones parecen realistas y necesarias, pero en ciertos casos habría sido importante proporcionar más detalles concretos para su implementación (ej. "ordenar el proceso," "apelar a instituciones públicas y privadas par darle sostenibilidad al programa").	
48 Does the report describe the process followed in developing the recommendations? The preparation of recommendations needs to suit the evaluation process. Participation by stakeholders in the development of recommendations is strongly encouraged to increase ownership and utility.	Mostly	En la descripción de las etapas del proceso de evaluación, los evaluadores explican que presentaron los resultados iniciales al ENANN y que el informe borrador fue validado (pg. 31), pero no dan información precisa alrededor del posterior desarrollo de las recomendaciones.	
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	Las lecciones aprendidas se encuentran en una sección precisa, después de los hallazgos (pgs. 64-65). Las lecciones están formuladas claramente, demuestran su aplicación general (sobretudo las dos primeras) y están apoyadas por ejemplos precisos del objeto evaluado.	
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. <i>Up to two sentences</i>	Las recomendaciones y lecciones aprendidas están formuladas claramente y son pertinentes al objetivo de la evaluación. Una descripción detallada del desarrollo de las recomendaciones y una lista de actores responsables de su implementación habrían aumentado la utilidad y credibilidad del reporte.		

SECTION F: REPORT IS WELL STRUCTURED, LOGIC AND CLEAR				
Question	cc	Remarks		
Style and presentation			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 <i>Including how to address weaknesses and maintaining good practice</i>
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	La información necesaria se encuentra en las primeras páginas del informe (es decir, el título y el país del programa, la organización responsable de coordinar la evaluación y la agencia de evaluación, así como un índice, una lista de anexos y siglas). El informe sigue una estructura tradicional (introducción, objeto de evaluación, propósito y alcance, metodología, resultados, conclusiones, lecciones aprendidas y recomendaciones). Los anexos contienen información útil también, incluso los documentos consultados, la matriz de evaluación y los términos de referencia.		
52 Is the report logically structured? Context, purpose, methodology and findings logically structured. Findings would normally come before conclusions, recommendations & lessons learnt	Yes			
53 Do the annexes contain appropriate elements? Appropriate elements may include: ToRs; List of interviewees and site visits; List of documentary evidence; Details on methodology; Data collection instruments; Information about the evaluators; Copy of the evaluation matrix; Copy of the Results chain. Where they add value to the report	Yes			
54 Do the annexes increase the usefulness and credibility of the report?	Yes			
Executive Summary			Highly satisfactory	
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	El resumen ejecutivo del informe está dividido por los mismos subtítulos que el informe principal (es decir una descripción del objeto y los objetivos de la evaluación, la metodología, los hallazgos, las conclusiones y las recomendaciones principales), pero no se identifican lecciones aprendidas en el resumen. El resumen será útil para los responsables porque es corto y estructurado claramente. Para mejorar el resumen, se puede presentar los hallazgos, conclusiones y recomendaciones como listas en vez de un texto narrativo.		
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			
Executive Feedback on Section F Issues for this section relevant for feedback to senior management (positives & negatives), & justify rating. <i>Up to two sentences</i>	Las primeras páginas, incluso el resumen ejecutivo, y los anexos contienen información útil y pertinente. El resumen contiene la información más relevante presentada de manera concisa.			
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		En general, la evaluación responde a las exigencias de los términos de referencia, pero no hace resaltar los elementos o sistemas de monitoreo del programa.		

ii/ Identify aspects of good practice in the evaluation In terms of evaluation	Los evaluadores integran bien las consideraciones de derechos humanos y género en el análisis.		
iii/ Identify aspects of good practice of the evaluation In terms of programmatic, sector specific, thematic expertise	Los evaluadores demuestran un buen conocimiento del sistema educativo en Honduras.		
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	A excepción de la sección metodológica que necesita algunas modificaciones más importantes, cada sección de este informe está bien hecha.	Highly satisfactory El reporte tiene múltiples fortalezas, particularmente su introducción pertinente e informativa, la utilización de los criterios para guiar el análisis, la integración de derechos humanos, el empleo de esquemas y frases en negrita para apoyar y subrayar los mensajes claves, y su estructura sistemática. Además, las lecciones aprendidas están bien formuladas y útiles. Estas fortalezas permiten aplicar el informe con confianza. Sin embargo, es importante resaltar también sus debilidades, sobretodo la presentación de los actores y sus responsabilidades, la presentación del marco lógico del programa, la evaluación del monitoreo y las consideraciones éticas, así como la identificación de los actores para la implementación de las recomendaciones. Con unos pequeños cambios, sería posible completar el informe y aumentar su credibilidad.
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	El documento está bien estructurado, lógico y escrito de manera clara.	
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.	To Rs	N/A	
	Other	N/A	
Executive Feedback on Overall Rating Issues for this section relevant for feedback to senior management (positives & negatives), & justify rating. <i>Up to two sentences</i>	En general, el informe está muy bien estructurado y contiene la información necesaria para aplicarlo con confianza. El análisis y la descripción del monitoreo y las consideraciones éticas, así como la identificación de partes interesadas para llevar a cabo las recomendaciones, consisten en las debilidades notables.		