EVALUATION ID

2280-2013/001

UNICEF Global Evaluation Report Oversight System (GEROS) Review Template

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

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

	Response
Title of the Evaluation Report	**An evaluation of the Caribbean Child Research Conference (CCRC)**

Report sequence number	2013/001	Date of Review	February 2014	Year of the Evaluation Report	2013
Region	The Americas and Caribbean Regional Office			Country	Jamaica
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*)	1.4 Regional: Where one programme is implemented in several countries, or different programmes of a similar theme are implemented in several countries, the evaluation covers multiple countries within the region and the sampling is adequate to make the results generalizable to the region.	The programme has been implemented in several countries of the Caribbean region.
Management of Evaluation (*Managerial control and oversight of evaluation decisions*)	2.3 Joint managed, with organisations outside the UN system: UNICEF is the co-manager with one or more organizations outside the UN system	The evaluation process was undertaken by Caribbean Child Research Conference (CCRC).
Purpose (*Speaks to the overarching goal for conducting the evaluation; its raison d'être*)	3.8 Country Programme Evaluation (CPE): An evaluation that assess the relevance, effectiveness, efficiency, sustainability of the entire UNICEF Country Programme	This evaluation is designed aroung the criteria of effectiveness, efficiency, relevance, sustainability.
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	This evaluation is conducted to measure the planned and unplanned outcomes.
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 (1. Young child survival & development)	The evaluation deals with child development.
Level of Independence (*Implementation and control of the evaluation activities*)	6.3 Independent external: The evaluation is implemented by external consultants and/or UNICEF Evaluation Office professionals. The overall responsibility for the evaluation lies outside the division whose work is being evaluated.	The evaluation was carried out by the CCRC Steering Committee.
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	The evaluation is formative, as it focuses on the process and informs on improving the next CCRC.

SECTION A: OBJECT OF THE EVALUATION

Question	cc	Remarks	A/ Does the report present a clear & full description of the 'object' of the evaluation?	Constructive feedback for future reports
Object and context			The report should describe the object of the evaluation including the results chain, meaning the 'theory of change' that underlies the programme being evaluated. This theory of change includes what the programme was meant to achieve and the pathway (chain of results) through which it was expected to achieve this. The context of key social, political, economic, demographic, and institutional factors that have a direct bearing on the object should be described. For example, the partner government's strategies and priorities, international, regional or country development goals, strategies and frameworks, the concerned agency's corporate goals & priorities, as appropriate.	*Including how to address weaknesses and maintaining good practice*
1 Is the object of the evaluation well described? This needs to include a clear description of the interventions (project, programme, policies, otherwise) to be evaluated including how the designer thought that it would address the problem identified, implementing modalities, other parameters including costs, relative importance in the organization and (number of) people reached.	Outstanding	The object of the evaluation is presented in the Part 3 of the report (from pp 13 to 19). The evaluator describes the context and the reasons for the evaluation of the CCRC. The report also mentions the context of the project and provides the social, economic, political, institutional and demographic factors that cause the lack of child protection. Further, the evaluator clearly refers the object and context of the evaluation to the subsequent findings. The description of the context is well articulated to the findings, as it presents the reasons that influence the outcomes observed.		
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			The evaluation report provides a good description of the CCRC, including the context and the problem that it was meant to solve at the regional level. Even though there is no explicit theory of change, the evaluators provide a description of the approach used for the evaluation (Results Matrix), as well as the different activities conducted for its implementation. Some key economic, social and demographic contextual factors are included as well as the importance and general context of the Child Protection Programme for the stakeholders. The report also contains a clear description of the object of the interventions to be evaluated and how the context may have influenced the outcomes observed.	Evaluation reports should include a table listing the key stakeholders and their specific contributions to the evaluated object.
4 Is the results chain or logic well articulated? The report should identify how the designers of the evaluated object thought that it would address the problem that they had identified. This can include a results chain or other logic models such as theory of change. It can include inputs, outputs and outcomes, it may also include impacts. The models need to be clearly described and explained.	Yes	The report includes a results matrix that is presented in p.15. This table presents the activities that have been implemented to achieve the specific objectives.		
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	Outstanding	The key stakeholders have been identified by the consultant and are presented in p.13. Further, the evaluator provides information about the specific contributions from the stakeholders.		
6 Are key stakeholders' contributions described? This can involve financial or other contributions and should be specific. If joint program also specify UNICEF contribution, but if basket funding question is not applicable	Yes			
7 Are UNICEF contributions described? This can involve financial or other contributions and should be specific	Yes			
Implementation Status				
8 Is the implementation status described? This includes the phase of implementation and significant changes that have happened to plans, strategies, performance frameworks, etc that have occurred - including the implications of these changes	Yes	The implementation status is very well described in the report (especially in the Part 3). The evaluator also gives details about the changes that have occurred (p.16).		
Executive Feedback on Section A Issues for this section relevant for feedback to senior management (positives & negatives), & justify rating. *Up to two sentences*		The evaluation provides a good description of the CCRC. The context is also clearly explained in terms of social, economic, political and demographic factors that have a bearing on the Conference.		

Rating for Theory of Change section: **Highly satisfactory**

SECTION B: EVALUATION PURPOSE, OBJECTIVES AND SCOPE

Question	cc	Remarks	B/ Are the evaluation's purpose, objectives and scope sufficiently clear to guide the evaluation?	Constructive feedback for future reports
Purpose, objectives and scope			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.	*Including how to address weaknesses and maintaining good practice*
9 Is the purpose of the evaluation clear? This includes why the evaluation is needed at this time, who needs the information, what information is needed, how the information will be used.	Outstanding	The Evaluation purpose, objectives and scope are presented in page 20. The report clarifies why the evaluation took place at this stage (p.20), what information it aims to provide, and how this will be used by CCRC and the other stakeholders (p.20). The evaluation objectives are clearly stated, including the parameters (evaluation criteria) that the evaluation will use, as well as a description of the scope. The evaluation objectives and scope are clear and realistic, and directly link to the purpose.		
10 Are the objectives and scope of the evaluation clear and realistic? This includes: Objectives should be clear and explain what the evaluation is seeking to achieve; Scope should clearly describe and justify what the evaluation will and will not cover; Evaluation questions may optionally be included to add additional details	Outstanding			
11 Do the objective and scope relate to the purpose? The reasons for holding the evaluation at this time in the project cycle (purpose) should link logically with the specific objectives the evaluation seeks to achieve and the boundaries chosen for the evaluation (scope)	Outstanding			
Evaluation framework				
12 Does the evaluation provide a relevant list of evaluation criteria that are explicitly justified as appropriate for the Purpose? It is imperative to make the basis of the value judgements used in the evaluation transparent if it is to be understood and convincing. UNEG evaluation standards refer to the OECD/DAC criteria, but other criteria can be used such as Human rights and humanitarian criteria and standards (e.g. SPHERE Standards) but this needs justification.. Not all OECD/DAC criteria are relevant to all evaluation objectives and scopes. The TOR may set the criteria to be used, but these should be (re)confirmed by the evaluator. Standard OECD DAC Criteria include: Relevance; Effectiveness; Efficiency; Sustainability; Impact Additional humanitarian criteria include; Coverage; Coordination; Coherence; Protection; timeliness; connectedness; appropriateness. *(This is an extremely important question to UNICEF)*	Yes	Though the report does not provide a list of the evaluation criteria, each section dealing with an evaluation criteria explicitly justifies the rationale of the criteria to the context and purpose of the evaluation.	**Highly satisfactory** — The purpose of the evaluation is clearly defined and explains why the evaluation is being completed at this stage. The evaluation also includes a clear description of the objective and scope, as well as a justification of the chosen criteria.	The objectives could be presented in a table which would bring an added value to the report as it represents the objectives and scope of the evaluation in a clear and concise way.
13 Does the evaluation explain why the evaluation criteria were chosen and/or any standard DAC evaluation criteria (above) rejected? The rationale for using each particular non-OECD-DAC criterion (if applicable) and/or rejecting any standard OECD-DAC criteria (where they would be applicable) should be explained in the report.	Yes			
Executive Feedback on Section B Issues for this section relevant for feedback to senior management (positives & negatives), & justify rating. *Up to two sentences*	**The purpose, specific objectives and scope of the evaluation are clearly stated and the evaluation criteria are provided. Furthermore, a justification for choosing the specific criteria have been included.**			

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

Question	cc	Remarks	C/ Is the methodology appropriate and sound?	Constructive feedback for future reports
				Including how to address weaknesses and maintaining good practice
Data collection				
14 Does the report specify data collection methods, analysis methods, sampling methods and benchmarks? This should include the rationale for selecting methods and their limitations based on commonly accepted best practice.	Yes	The evaluation report contains a detailed description of data collection and sampling (from page 20). The limitations and challenges of the chosen methods are also specified, and the evaluator explains how the evaluation design helped overcome potential errors related to the noted limitations. The proposed logical framework presented as table 2 in page 17 gives an added value to the report, since it presents clearly the data sources.	The report should present a transparent description of the methodology applied to the evaluation that clearly explains how the evaluation was specifically designed to address the evaluation criteria, yield answers to the evaluation questions and achieve the evaluation purposes. The report should also present a sufficiently detailed description of methodology in which methodological choices are made explicit and justified and in which limitations of methodology applied are included. The report should give the elements to assess the appropriateness of the methodology. Methods as such are not 'good' or 'bad', they are only so in relation to what one tries to get to know as part of an evaluation. Thus this standard assesses the suitability of the methods selected for the specifics of the evaluation concerned, assessing if the methodology is suitable to the subject matter and the information collected are sufficient to meet the evaluation objectives.	
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	Yes			
Ethics				
16 Are ethical issues and considerations described? The design of the evaluation should contemplate: How ethical the initial design of the programme was; The balance of costs and benefits to participants (including possible negative impact) in the programme and in the evaluation; The ethics of who is included and excluded in the evaluation and how this is done	Mostly	The report mentions the regard to children's rights but does not clearly articulate the ethical considerations to the methodology used for the evaluation. Further, the report does not contain a specific section about ethical considerations, although the ToR invites to do so.		
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	Mostly			
Results Based Management			Mostly Satisfactory	
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.	Mostly	The capability and robustness of the evaluated object's monitoring system is not sufficiently assessed, though the report refers to it in the methodological limitations (p.23). As explained, the monitoring and evaluation framework on a long term perspective is absent (p.23).	The methodology is appropriate for the task; methods for data collection are explain and facilitate to answer the evaluation question. However, there is no indication about the use of quality assurance that helps avoid bias as well as assign contribution to results to the evaluated object. Although ethical aspects have been considered and are mentioned in the report, especially in view of respecting children's rights, the evaluation report does not provide any ethical safeguard nor mechanisms to overcome the limitations. The evaluation would gain advantage in a better use of the M&E	The report should construct a better/more rigourous way to address issues and counterfactual and include a clear section about the degree and level of participation of the stakeholders.
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.	No			

Human Rights, Gender and Equity		
		frameworks.
20 Did the evaluation design and style consider incorporation of the UN and UNICEF's commitment to a human rights-based approach to programming, to gender equality, and to equity? This could be done in a variety of ways including: use of a rights-based framework, use of CRC, CCC, CEDAW and other rights related benchmarks, analysis of right holders and duty bearers and focus on aspects of equity, social exclusion and gender. Style includes: using human-rights language; gender-sensitive and child-sensitive writing; disaggregating data by gender, age and disability groups; disaggregating data by socially excluded groups	No	Though ToR invites to consider Human Rights, Gender and Equity issues into the evaluation, the report does not make any references to these issues.
21 Does the evaluation assess the extent to which the implementation of the evaluated object was monitored through human rights (inc. gender, equity & child rights) frameworks? UNICEF commits to go beyond monitoring the achievement of desirable outcomes, and to ensure that these are achieved through morally acceptable processes. The evaluation should consider whether the programme was managed and adjusted according to human rights and gender monitoring of processes.	No	
22 Do the methodology, analytical framework, findings, conclusions, recommendations & lessons provide appropriate information on HUMAN RIGHTS (inc. women & child rights)? The inclusion of human rights frameworks in the evaluation methodology should continue to cascade down the evaluation report and be obvious in the data analysis, findings, conclusions, any recommendations and any lessons learned. If identified in the scope the methodology should be capable of assessing the level of: Identification of the human rights claims of rights-holders and the corresponding human rights obligations of duty-bearers, as well as the immediate underlying & structural causes of the non realisation of rights.; Capacity development of rights-holders to claim rights, and duty-bearers to fulfil obligations.	No	
23 Do the methodology, analytical framework, findings, conclusions, recommendations & lessons provide appropriate information on GENDER EQUALITY AND WOMEN'S EMPOWERMENT? The inclusion of gender equality frameworks in the evaluation methodology should continue to cascade down the evaluation report and be obvious in the data analysis, findings, conclusions, any recommendations and any lessons learned. If identified in the scope the methodology should be capable of assessing the immediate underlying & structural causes of social exclusion; and capacity development of women to claim rights, and duty-bearers to fulfil their equality obligations.	No	
24 Do the methodology, analytical framework, findings, conclusions, recommendations & lessons provide appropriate information on EQUITY? The inclusion of equity considerations in the evaluation methodology should continue to cascade down the evaluation report and be obvious in the data analysis, findings, conclusions, any recommendations and any lessons learned. If identified in the scope the methodology should be capable of assessing the capacity development of rights-holders to claim rights, and duty-bearers to fulfil obligations & aspects of equity.	No	

Stakeholder participation		
25 Are the levels and activities of stakeholder consultation described? This goes beyond just using stakeholders as sources of information and includes the degree of participation in the evaluation itself. The report should include the rationale for selecting this level of participation. Roles for participation might include: o Liaison o Technical advisory o Observer o Active decision making The reviewer should look for the soundness of the description and rationale for the degree of participation rather than the level of participation itself.	No	Though the report identifies the different stakeholders that are consulted for the evaluation, it does not give any informations about the level of participation in the evaluation.
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.	No	
Methodological robustness		
27 Is there an attempt to construct a counterfactual or address issues of contribution/attribution? The counterfactual can be constructed in several ways which can be more or less rigorous. It can be done by contacting eligible beneficiaries that were not reached by the programme, or a theoretical counterfactual based on historical trends, or it can also be a comparison group.	No	The report includes methodological tools that demonstrate the capacity to address issues. However, the evaluator did not provide any counterfactual nor any indications of the use of triangulation.
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.	Yes	
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	Mostly	
Executive Feedback on Section C Issues for this section relevant for feedback to senior management (positives & negatives), & justify rating. *Up to two sentences*	**The methodology is appropriate for the task and methods for data collection facilitate to answer the evaluation questions. However, the evaluation would benefit from a better description of the levels and degree of stakeholder participation and consultation in the evaluation itself and would gain from a more robust methodology based on ethical safeguards, use of triangulation and use of M&E framework.**	

SECTION D: FINDINGS AND CONCLUSIONS

Question	cc	Remarks	D/ Are the findings and conclusions, clearly presented, relevant and based on evidence & sound analysis?	Constructive feedback for future reports
			Findings should respond directly to the evaluation criteria and questions detailed in the scope and objectives section of the report. They should be based on evidence derived from data collection and analysis methods described in the methodology section of the report. Conclusions should present reasonable judgments based on findings and substantiated by evidence, providing insights pertinent to the object and purpose of the evaluation.	*Including how to address weaknesses and maintaining good practice*
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.	Outstanding	The key findings are clearly presented and are properly substantiated by the data collected. Most of the findings are supported by citations from interviews and/or document in order to substantiate their statements. This approach reflects their efforts to triangulate data and avoid bias. The report includes answers to the evaluation questions. A proposed logic model is presented in p.54 and shows the inputs, outputs and outcomes of the CCRC. Gaps and limitations are not sufficiently discussed though.		
31 Do the findings address all of the evaluation's stated criteria and questions? The findings should seek to systematically address all of the evaluation questions according to the evaluation framework articulated in the report.	Yes			
32 Do findings demonstrate the progression to results based on the evidence reported? There should be a logical chain developed by the findings, which shows the progression (or lack of) from implementation to results.	Yes		The evaluation findings directly respond to the evaluation criteria and questions. The evaluator demonstrates an objective use of evidence collected by citing specific opinions of stakeholders, using the documents reviewed. However, the evaluation report does not present the conclusions in a dedicated section, which makes their use by the end users of the evaluation difficult.	The evaluation report should contain a dedicated section on the conclusions of the evaluation.
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.	Mostly		Mostly Satisfactory	
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.	Mostly			
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.	No	The report does not mention that a cost analysis has been executed.		

Contribution and causality		
36 Does the evaluation make a fair and reasonable attempt to assign contribution for results to identified stakeholders? For results attributed to the programme, the result should be mapped as accurately as possible to the inputs of different stakeholders.	Yes	Overall, the findings section explains how the different stakeholders contributed to the CCRC. Causal reasons for progression toward outcomes are also taken into consideration.
37 Are causal reasons for accomplishments and failures identified as much as possible? These should be concise and usable. They should be based on the evidence and be theoretically robust. *(This is an extremely important question to UNICEF)*	Outstanding	
Strengths, weaknesses and implications		
38 Are the future implications of continuing constraints discussed? The implications can be, for example, in terms of the cost of the programme, ability to deliver results, reputational risk, and breach of human rights obligations.	Outstanding	The evaluation report discusses the future implications of continuing constraints. Each section of the presents at the end some concluding thoughts that address strenghts and weakness. However the report does not contain a formal section where the overall findings and opinions of the evaluators can be reflected.
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.	No	
Completeness and insight of conclusions		
40 Do the conclusions represent actual insights into important issues that add value to the findings? Conclusions should go beyond findings and identify important underlying problems and/or priority issues. Simple conclusions that are already well known do not add value and should be avoided.	N/A	The report contains no section dedicated to the conclusions of the evaluation.
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.	N/A	
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).	N/A	
Executive Feedback on Section D Issues for this section relevant for feedback to senior management (positives & negatives), & justify rating. *Up to two sentences*	**The evaluator provides multiple lines of evidence to substantiate findings. However, the evaluation conclusions are not presented in a specific section.**	

SECTION E: RECOMMENDATIONS AND LESSONS LEARNED

Question	cc	Remarks	E/ Are the recommendations and lessons learned relevant and actionable? Recommendations should be relevant and actionable to the object and purpose of the evaluation, be supported by evidence and conclusions, and be developed with involvement of relevant stakeholders. Recommendations should clearly identify the target group for each recommendation, be clearly stated with priorities for action, be actionable and reflect an understanding of the commissioning organization and potential constraints to follow up.	Constructive feedback for future reports *Including how to address weaknesses and maintaining good practice*
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.	Outstanding	Overall, the recommendations are well structured and linked to the information included in the findings. They are relevant to the evaluated programme, and appropriate to the purpose of the evaluation. They pay attention to key aspects to consider when replicating and scaling up the CCRC. The recommendations are clearly stated.		
44 Are recommendations relevant to the object and the purpose of the evaluation? Recommendations should be relevant to the evaluated object	Outstanding			
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 as much value to managers. Where there is a long list of recommendations, the most important should be ordered in priority.	Yes			
Usefulness of recommendations			Highly satisfactory	
46 Does each recommendation clearly identify the target group for action? Recommendations should provide clear and relevant suggestions for action linked to the stakeholders who might put that recommendation into action. This ensures that the evaluators have a good understanding of the programme dynamics and that recommendations are realistic.	Outstanding	As the report contains a section about the recommendations for each stakeholder (p.51), it is easy to identify the target group for action. The recommendations provide clear and relevant suggestions for action grounded on the findings identified in this area. The recommendations clearly identify the respective target groups for action. The report also includes some discussions on the feasibility of actioning these recommendations, which demonstrate that the recommendations are realistic. However, the report does not describe the process followed in developing the recommendations.	The recommendations provide clear and relevant suggestions for action grounded on the findings identified in this area. The report also includes some discussions on the feasibility of actioning these recommendations, which demonstrate that the recommendations are realistic. Some complementary information could contribution to the section like the process followed to develop those recommendations and an analysis that can explain how the listed lessons learned can contribute to other projects.	Recommendations were well structured and addressed to specific stakeholders. The inclusion of the process in which they were formulated and an analysis for the use of the lessons learned well contribute to the credibility of the report.
47 Are the recommendations realistic in the context of the evaluation? This includes: o an understanding of the commissioning organisation o awareness of the implementation constraints o an understanding of the follow-up processes	Yes			
48 Does the report describe the process followed in developing the recommendations? The preparation of recommendations needs to suit the evaluation process. Participation by stakeholders in the development of recommendations is strongly encouraged to increase ownership and utility.	No			
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	A specific section is dedicated to the lessons learned of the evaluation. However, the evaluator did not provide any analysis of how the lessons learned can be applied to contexts and situations outside of the evaluated object.		
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.	No			
Executive Feedback on Section E Issues for this section relevant for feedback to senior management (positives & negatives), & justify rating. *Up to two sentences*	**Recommendations are clearly structed and address to an specific stakeholder within the context of the CCRC. However, the report did not give any indications on how the lessons learnt are actionable and/or how they can be applied outside of that specific context.**			

SECTION F: REPORT IS WELL STRUCTURED, LOGIC AND CLEAR

Question	cc	Remarks	F/ Overall, do all these elements come together in a well structured, logical, clear and complete report? The report should be logically structured with clarity and coherence (e.g. background and objectives are presented before findings, and findings are presented before conclusions and recommendations). It should read well and be focused.	Constructive feedback for future reports *Including how to address weaknesses and maintaining good practice*
Style and presentation				
51. Do the opening pages contain all the basic elements? Basic elements include all of: Name of the evaluated object; Timeframe of the evaluation and date of the report; Locations of the evaluated object; Names and/or organisations of evaluators; Name of the organisation commissioning the evaluation; Table of contents including tables, graphs, figures and annex; List of acronyms	Outstanding	The opening pages contain all the required elements. The report is easy to read and logically structured. The appendices contain the list of stakeholders interviewed, the structured questions for CCRC participants, the sample conference budget, the list of secondary level schools who attended the conference 2012, the list of participating organizations and the ToRs. All along the report reference to the annexes are done.		
52 Is the report logically structured? Context, purpose, methodology and findings logically structured. Findings would normally come before conclusions, recommendations & lessons learnt	Outstanding		All the elements of the report are presented in a well structured, logical, clear and complete manner.	A list of graphs and tables should be included in the first pages of the evaluation report.
53 Do the annexes contain appropriate elements? Appropriate elements may include: ToRs; List of interviewees and site visits; List of documentary evidence; Details on methodology; Data collection instruments; Information about the evaluators; Copy of the evaluation matrix; Copy of the Results chain. Where they add value to the report	Outstanding			
54 Do the annexes increase the usefulness and credibility of the report?	Outstanding			
Executive Summary				
55. Is an executive summary included as part of the report? If the answer is No, question 56 to 58 should be N/A	Outstanding	The executive summary is included in the report and contains all the necessary elements (object of the evaluation, indetnded audience, methodology, most important findings and recommendations). The executive summary provides clear information for decision making and can be used with confidence.		
56 Does the executive summary contain all the necessary elements? Necessary elements include all of: Overview of the evaluated object; Evaluation objectives and intended audience; Evaluation methodology; Most important findings and conclusions; Main recommendations	Outstanding			
57 Can the executive summary stand alone? It should not require reference to the rest of the report documents and should not introduce new information or arguments	Outstanding			
58 Can the executive summary inform decision making? It should be short (ideally 2-3 pages), and increase the utility for decision makers by highlight key priorities.	Outstanding			
Executive Feedback on Section F Issues for this section relevant for feedback to senior management (positives & negatives), & justify rating. *Up to two sentences*	**The report is clear, coherent and logically structured. It includes a well articulated executive summary and the annexes provide valuable information.**			

Outstanding, best practice

Additional Information

Question	Remarks
i/ Does the evaluation successfully address the Terms of Reference? If the report does not include a TOR then a recommendation should be given to ensure that all evaluations include the TOR in the future. Some evaluations may be flawed because the TORs are inappropriate, too little time etc. Or, they may succeed despite inadequate TORs. This should be noted under vii in the next section	The evaluation successfully addresses the ToR, which are included in the Appendices of the report.
ii/ Identify aspects of good practice in the evaluation In terms of evaluation	
iii/ Identify aspects of good practice of the evaluation In terms of programmatic, sector specific, thematic expertise	

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	The ten sections demonstrate the robustness of the evaluation. The evaluation report provides sufficient credibility to give the reasonable person confidence to act. The report is methodologically appropriate, the findings provide enough evidence, and they hold together to address recommendations. However the omission of a section for the general conclusions of the evaluation represents an important weakness of the report.	**Highly satisfactory** The report addresses the evaluation purpose and objectives based on evidence. The information in the findings demonstrates good use of the different types of collected data. However, the evaluation would benefit from a better description of the levels and degree of stakeholder participation and it would gain from a more robust methodology based on ethical safeguards and HRBA elements. In general, the report can be used with confidence for decision making.
ii/ To what extent do the six sections hold together in a logically consistent way that provides common threads throughout the report? The report should hold together not just as individually appropriately elements, but as a consistent and logical 'whole'.	Yes	The report is consistent throughout, and the methodology, analysis, findings and recommendations are all linked.	
iii/ Are there any reasons of note that might explain the overall performance or particular aspects of this evaluation report? This is a chance to note mitigating factors and/or crucial issues apparent in the review of the report.	ToRs		
	Other		
Executive Feedback on Overall Rating Issues for this section relevant for feedback to senior management (positives & negatives), & justify rating. *Up to two sentences*	The report is relevant to the evaluated object and it directly addresses the purpose of the evaluation. The findings and recommendations are strongly substantiated by the data collected. However the evalaution can benefit with a better description of stakeholders participation and the inclusion of ethical and HRPAB elements.		