

EVALUATION ID	575R-2014/008
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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 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	RKLA3 multi-country evaluation: increasing access and equity in early childhood education – final evaluation report
Report sequence number	2014/008
Date of Review	20/05/2015
Year of the Evaluation Report	2014
Region	Central & Eastern Europe, Commonwealth of Independent States RO
Country	CEE/CIS and Baltic States
Type of Report	Evaluation
TORs Present	Yes
Name of reviewer	Universalia
Classification of Evaluation Report	
	Comments
Geographic Scope (<i>Coverage of the programme being evaluated & generalizability of evaluation findings</i>)	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.
Management of Evaluation (<i>Managerial control and oversight of evaluation decisions</i>)	2.1 UNICEF managed: Working with national partners of different categories UNICEF is responsible for all aspects of the evaluation.
Purpose (<i>Speaks to the overarching goal for conducting the evaluation; its raison d'être</i>)	3.7 Programme: An evaluation of a sectorial programme to determine its overall effectiveness and efficiency in relation to the stated goals and objectives
	The evaluation does not evaluate only one programme, but a series of contributions of UNICEF in a particular area.
Result (<i>Level of changes sought, as defined in RBM: refer to substantial use of highest level reached</i>)	4.3 Impact: Final results of a programme or policy on the intended beneficiaries and, where possible, on comparison groups. Reflects the cumulative effect of donor supported programmes of cooperation and national policy initiatives.
SPOA Correspondence (<i>Alignment with SPOA focus area priorities: (1) Health; (2) HIV-AIDS; (3) WASH; (4) Nutrition; (5) Education; (6) Child Protection; (7) Social Inclusion; (8) Cross-Cutting - Gender Equality; and (9) Cross-cutting - Humanitarian Action</i>)	5.5 Education: Supporting global efforts to provide access to quality education for both boys and girls through improved learning outcomes and equitable and inclusive education. Programme areas: a) Early learning b) Equity with a focus on girls' education and inclusive education c) Learning and child friendly schools d) Education in humanitarian situations
Level of Independence (<i>Implementation and control of the evaluation activities</i>)	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	7.2 Summative: An evaluation that examines the effects or outcomes of the object being evaluated and summarize it by describing what happened subsequent to 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	The report includes a description of the TOC, which includes information on system-level determinants and UNICEF's core roles and how these would address problems in early learning education (impacts). The report does a great job in explaining the regional history behind early childhood education, which gives a bit of the political context, as well as key inequities between different population groups and the institutional background to early childhood education. Additionally, the report includes a brief, but relevant context by country/territory. All of this background information sheds light on the problems related to early childhood education. Nevertheless, the report does not mention any overarching national and regional policies and frameworks, although international frameworks (such as the MSTP and CRC are mentioned later in the findings).	<p>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.</p>	
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.	Outstanding	A TOC was reconstructed with the purpose to guide the evaluation. Annex 3 provides great detail and links between the UNICEF's core roles and how they contribute to system level determinants. Table 4 in the annex also specifies the countries in which each of the determinants and core roles took place. Additionally, figure 4 in the report helps to explain how UNICEF's core roles contributed to system changes, and ultimately impacts. Finally, the TOC risks and assumptions are included.	Highly satisfactory	
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 are identified clearly in Table 4, and their roles and relationship to UNICEF's interventions are described.		
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	However, financial contributions are not noted (and may have been difficult to provide given the scope of the evaluation)		
7 Are UNICEF contributions described? This can involve financial or other contributions and should be specific	Mostly			
Implementation Status				
			<p>Constructive feedback for future reports <i>Including how to address weaknesses and maintaining good practice</i></p>	
			<p>A reconstruction of the theory of change, a description, and graphical representation is considered good practice. As well as using this TOC to guide the evaluation.</p> <p>Although a description of the implementation status is not possible for the task at hand. The evolution of UNICEF's interventions in the countries concerned should be noted.</p>	

<p>8 Is the implementation status described?</p> <p>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</p>	No	<p>Although a description of the implementation status is not possible for the task at hand. The evolution of UNICEF's interventions in the countries concerned is not noted.</p>			
<p>Executive Feedback on Section A</p> <p>Issues for this section relevant for feedback to senior management (positives & negatives), & justify rating.</p> <p><i>Up to two sentences</i></p>	<p>The context helps to situate UNICEF's interventions and sheds light on their importance. A complete description of the object of the evaluation is provided, including the theory of change and how UNICEF's core roles are supposed to affect system changes and how these are linked to different impacts. Nevertheless, the evolution of UNICEF's contributions in the countries concerned is not described.</p>				

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.	Outstanding	The evaluation purpose specifies why the evaluation is needed at the moment, who will be using the information and suggests some ways in which the information will be used.	B/ Are the evaluation's purpose, objectives and scope sufficiently clear to guide the evaluation? The purpose of the evaluation should be clearly defined, including why the evaluation was needed at that point in time, who needed the information, what information is needed, and how the information will be used. The report should provide a clear explanation of the evaluation objectives and scope including main evaluation questions and describes and justifies what the evaluation did and did not cover. The report should describe and provide an explanation of the chosen evaluation criteria, performance standards, or other criteria used by the evaluators.
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	The objectives are clear and realistic, a description of the geographic scope and thematic field covered are included, and some other areas that will and will not be covered are specified.	
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	The report lists the evaluation criteria covered, and explain why some of the non-OECD-DAC criteria were included.	Highly satisfactory The evaluation purpose clarifies why the evaluation is needed at the moment, who will be using the information and how it will be used. The report explains in detail the different areas that will and will not be covered and provides clear and realistic objectives to achieve. The chosen evaluation criteria are listed, and evaluators explain why some were not included.
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. <i>Up to two sentences</i>	The purpose clarifies why the evaluation is needed, for whom, and how the information will be used and it explains in great detail the areas that will and will not be covered. The objectives are clear and realistic.		
			Constructive feedback for future reports <i>Including how to address weaknesses and maintaining good practice</i>

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>	Outstanding	The methodology includes all of the data collection, analysis and sampling methods that took place and justifies their use. The data sources are briefly mentioned in the report and they are listed in detail in the annexes. The methodology briefly mentions how different territory/country consultations took place to triangulate the information. Limitations are noted.	<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>	
<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>	Outstanding			
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>	Yes	The methodology is very thorough in listing the ethical safeguards taken and these are appropriate for the task at hand. The evaluators also note the reasons for including and excluding some participants (e.g. children). However, there is no information on how ethical the design of the programme was.		
<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>	Yes			
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>	Yes	The evaluation is designed based on the reconstructed TOC. The evaluation makes use of the TOC to find the extent to which UNICEF reached its intended results and contributed to system changes. Information on the robustness of monitoring ELSR activities is included throughout the findings.	<p>The report offers an excellent description of the methodology and the annexes serve to complement this description. Specifically, the data collection, analysis and sampling methods are described and a justification for using these is given. The evaluation matrix helps the user understand how the evaluation was designed to answer specific criteria and questions and ultimately achieve the evaluation objectives and purpose. Moreover, the construction of the TOC was used to guide the entire evaluation, and better assess effectiveness and other criteria.</p>	
<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>	Outstanding			
			<p>Great use of the TOC to assess how UNICEF's contributions caused system-level changes and impacts. The TOC guided the entire evaluation and gave a complete picture of the performance of UNICEF's core roles in the countries analysed.</p> <p>A participatory approach to the evaluation, where stakeholders validated findings conclusions and recommendations is a good practice.</p>	

Constructive feedback for future reports
Including how to address weaknesses and maintaining good practice

Human Rights, Gender and Equity

20 Did the evaluation design and style consider incorporation of the UN and UNICEF's commitment to a human rights-based approach to programming, to gender equality, and to equity?

This could be done in a variety of ways including: use of a rights-based framework, use of CRC, CCC, CEDAW and other rights related benchmarks, analysis of right holders and duty bearers and focus on aspects of equity, social exclusion and gender. Style includes: using human-rights language; gender-sensitive and child-sensitive writing; disaggregating data by gender, age and disability groups; disaggregating data by socially excluded groups. Promote gender-sensitive interventions as a core programmatic priority. To the extent possible, all relevant policies, programmes and activities will mainstream gender equality.

Yes

The evaluation assesses, throughout the report, the extent to which as a whole, monitored results with disaggregated data in documents reviewed by gender, community, and disabilities.

The extent to which UNICEF adhered to the Human Rights-Based Approach and contributed to claiming of the rights to education is apparent throughout the report, including its adherence with the CRC.

21 Does the evaluation assess the extent to which the implementation of the evaluated object was monitored through human rights (inc. gender, equity & child rights) frameworks?

UNICEF commits to go beyond monitoring the achievement of desirable outcomes, and to ensure that these are achieved through morally acceptable processes. The evaluation should consider whether the programme was managed and adjusted according to human rights and gender monitoring of processes.

Yes

The report also includes several sections where gender equality is analysed, including the extent to which UNICEF ELSR adhered to gender equality measures (e.g. the extent to which UNICEF included gender analyses in their documentation), and how it contributed to gender equality.

The evaluation design collects information on equity and has a strong equity focus. This is reflected throughout the report, which looks at whether equity gaps have been reduced and how UNICEF's ELSR work has contributed to better equity.

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. Support for humanitarian action – achieving faster scaling up of response, early identification of priorities and strategies, rapid deployment of qualified staff and clear accountabilities and responses consistent with humanitarian principles in situations of unrest or armed conflict.

Yes

23 Do the methodology, analytical framework, findings, conclusions, recommendations & lessons provide appropriate information on GENDER EQUALITY AND WOMEN'S EMPOWERMENT?

The inclusion of gender equality frameworks in the evaluation methodology should continue to cascade down the evaluation report and be obvious in the data analysis, findings, conclusions, any recommendations and any lessons learned. If identified in the scope the methodology should be capable of assessing the immediate underlying & structural causes of social exclusion; and capacity development of women to claim rights, and duty-bearers to fulfil their equality obligations.

Yes

24 Do the methodology, analytical framework, findings, conclusions, recommendations & lessons provide appropriate information on EQUITY?

The inclusion of equity considerations in the evaluation methodology should continue to cascade down the evaluation report and be obvious in the data analysis, findings, conclusions, any recommendations and any lessons learned. If identified in the scope the methodology should be capable of assessing the capacity development of rights-holders to claim rights, and duty-bearers to fulfil obligations & aspects of equity.

Yes

Outstanding, best practice

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>	Outstanding	Some clues on stakeholder participation are given in the report (TOC approved in inception report by UNICEF RO and COs, validation of analysis tools and preliminary findings, conclusions and recommendations). The level of participation seems optimal.
<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>	Yes	The report notes that it was not feasible to construct a counterfactual, however other comparison methods were applied to understand how UNICEF contributed to system changes.
<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>	Outstanding	Methodological limitations are listed and they specify how to interpret the findings based on the limitations and the measures taken to avoid bias.
<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>	Yes	The evaluation matrix included in the annex helps to understand the different methods and sources used to answer each evaluation question.
<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>The report and annexes offer an excellent description of the methodology, the annexes serve to complement this description (e.g. evaluation matrix) and a justification for using different methods is given. Moreover, the construction of the TOC was used to guide the entire evaluation, and better assess effectiveness and other criteria.</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.	Outstanding	The findings are based on the data collected and there is clear evidence that different perspectives and sources were used to reach conclusions. There is a clear attempt to demonstrate progression to results. The report works backwards by first describing impacts, then describing system changes and how these could have affected the impacts, and finally UNICEF's contributions and how these affected system changes. The progression to results is very clear and follows the TOC developed in the evaluation.	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.	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.	Outstanding	Even though evaluation questions were not included in the report, they do seem to be answered systematically and are all addressed according to the evaluation framework articulated in the annex.	
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	Limitations within the findings are noted and the evaluators guide the reader on how to interpret these findings. Some unintended results were noted.	
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	Even though a robust cost analysis was not possible, the evaluators managed to attribute the percentage of costs to the different core roles.	Constructive feedback for future reports <i>Including how to address weaknesses and maintaining good practice</i>
			The findings address all of the evaluation criteria and questions detailed in the evaluation framework. A great effort was made to show, with substantial evidence and taking into account different perspectives, the progression to results. Specifically, the evaluation tries to show the links between UNICEF's contributions to system changes, and how system changes affect impacts. Wherever possible, contribution was assigned to UNICEF and causal reasons for accomplishments and failures were also described and backed up by evidence. Finally, the conclusions are pitched at a level that is useful to end users, as they highlight clearly the main findings and key issues. The conclusions help to tie together all of the findings in the report.
			Because the TOC was well explained at the beginning of the report, it was easy to follow the logic of the progression to results. There is a clear distinction between results at different levels and evidence is used throughout to support judgements. The conclusions use a table-form to show the findings on effectiveness, which was an original and straight-forward way to show how changes occurred and results were reached.

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	<p>The findings dedicate an entire section to the contribution of UNICEF's interventions to system changes. Wherever possible, contribution is assigned to UNICEF and other stakeholders and reasons for accomplishments and failures are also identified throughout.</p>
<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	
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>	Yes	<p>The findings on sustainability discuss some of the threats that may affect the continuity of the program.</p> <p>Both strengths and weaknesses are presented, and reference is made to evaluation criteria and HRBA.</p>
<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>	Outstanding	
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>	Outstanding	<p>The conclusions use tables to represent system changes and the areas for further development, which is a great way to represent the insights into the main findings and important issues. These are specially useful for executive end-users, as it provides a simple and straightforward way to present the key information without having to check into the details of the findings. Conclusions for criteria other than effectiveness were narrated instead and also highlighted main priorities.</p> <p>The conclusions carry over the perspectives from the findings, which includes the view of a diverse cross-section of stakeholders.</p>
<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>	Outstanding	
<p>Executive Feedback on Section D Issues for this section relevant for feedback to senior management (positives & negatives), & justify rating. <i>Up to two sentences</i></p>	<p>The findings address all of the evaluation criteria and questions detailed in the evaluation framework. A great effort was made to show, with substantial evidence and taking into account different perspectives, the progression to results. The conclusions are pitched at a level that is useful to end users, as they highlight clearly the main findings and key issues.</p>	

Outstanding, best practice

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.	Outstanding	The recommendation are based on the key issues in the findings and conclusions reported and they are relevant to the object and purpose of the evaluation.	<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	The recommendations are very clear, and although the priority level for each is not indicated, they are not too numerous.	
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.	Outstanding	The recommendations target the responsible entity for action (UNICEF RO or COs). For a given set of recommendations, the evaluators suggest some indicative actions to make these more actionable. The evaluators show a good understanding of UNICEF and their work in ELSR and earlier in the report participation of stakeholders in validating and formulating recommendations is noted. Nevertheless, possible implementation constraints should have also been noted.	<p>Highly satisfactory</p> <p>The recommendations are based on the evidence reported and respond to the purpose of the evaluation. The evaluators make the recommendations more actionable by suggesting specific actions that can be taken to implement the recommendations. This demonstrates a good understanding of UNICEF's work. Nevertheless, potential constraints to implement recommendations are not noted.</p> <p>The lessons learned are well identified and most contribute to general knowledge. However, they are not always pitched at a level that can be easily applied to different contexts outside the countries being evaluated.</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	Yes		
48 Does the report describe the process followed in developing the recommendations? The preparation of recommendations needs to suit the evaluation process. Participation by stakeholders in the development of recommendations is strongly encouraged to increase ownership and utility.	Yes		
Appropriate lessons learned			
49 Are lessons learned correctly identified? Lessons learned are contributions to general knowledge. They may refine or add to commonly accepted understanding, but should not be merely a repetition of common knowledge. Findings and conclusions specific to the evaluated object are not lessons learned.	Yes	Although some of the lessons are specific to the evaluation object, most of them contribute to general knowledge. There is no analysis of how lessons learned can be applied in other 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.	Mostly	However, the evaluators do note that lessons should not be assumed to be applied to other contexts.	
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>	The recommendations are based on the evidence reported and suggest specific actions to make them more actionable, thus demonstrating a good understanding of UNICEF's work. The lessons learned are well identified and most contribute to general knowledge. However, they are not always pitched at a level that can be easily applied to different contexts outside the countries being evaluated.		

Constructive feedback for future reports
Including how to address weaknesses and maintaining good practice

Possible implementation concerns for each particular recommendation should be noted.

Some lessons are too specific to the evaluated object and should be pitched at a more generalised level so that applications in different contexts are possible.

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?	Constructive feedback for future reports <i>Including how to address weaknesses and maintaining good practice</i>
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	All of the required elements for the opening pages are included. With respect to the annexes, the only elements missing are the data collection instruments, but the content in the annex, specially the evaluation framework and details on the methodology help to understand the design of the evaluation and increases the credibility of the 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.	
52 Is the report logically structured? Context, purpose, methodology and findings logically structured. Findings would normally come before conclusions, recommendations & lessons learnt	Outstanding			
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	Given the complexity of this evaluation (e.g. numerous interventions, stakeholders, and several countries), the evaluators managed to write a coherent and straight-forward evaluation. The different sections in the report follow a logical structure.		
54 Do the annexes increase the usefulness and credibility of the report?	Yes			
Executive Summary			Outstanding, best practice	Annexes should contain data collection instruments.
55. Is an executive summary included as part of the report? If the answer is No, question 56 to 58 should be N/A	Yes	The executive summary provides the most important information on the context of the project; the objective, scope and methodology of the evaluation; and the findings and the conclusions. It can therefore stand alone without the need to look into the report, thus increasing utility for decisions makers.		
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. <i>Up to two sentences</i>	The report is not only logically structured, but it describes the evaluation object and its results in a straight-forward and simple manner, which is not simple to do given the complexity of the object being evaluated.			
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	Yes			

ii/ Identify aspects of good practice in the evaluation In terms of evaluation	1) The construction of the TOC was crucial in producing an evaluation of this caliber. The effort put into explaining the logic behind UNICEF's contributions in ELSR and how they meant to create system changes served as a guide to collect relevant data to demonstrate the results progression. 2) The conclusions use a table-form to show the findings on effectiveness, which was an original and straight-forward way to show how changes occurred and results were reached. 3) Indicative actions were included in the recommendations. Evaluators suggest specific actions to take to implement the recommendation.		
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?	Outstanding	All of the six sections are of sufficient quality to use for decision making. The methodology was well thought-out, the evidence was sufficient to justify findings, and conclusions and recommendations are based on the evidence reported.	Outstanding, best practice
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'.	Outstanding	All of the six sections hold together neatly. Particularly, the explanation of the context helps to situate the object of the evaluation object and helps to understand the findings. The design of the methodology is clearly reflected in the findings.	
iii/ Are there any reasons of note that might explain the overall performance or particular aspects of this evaluation report? This is a chance to note mitigating factors and/or crucial issues apparent in the review of the report.	ToRs		
	Other		
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>	The entire report is of excellent quality and should be used with absolute confidence in decision making. The evaluators put a lot of effort in the design of this evaluation and it directly reflects the quality of the findings and the evidence provided throughout. Particularly, the construction of the TOC was crucial in producing an evaluation of this caliber.		