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

	Response
Title of the Evaluation Report	**Multi-Country Evaluation of Regional Knowledge and Leadership Areas: Including All Children in Quality Learning in CEE/CIS**

Report sequence number	2014/020	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 Management Group**				

Classification of Evaluation Report		Comments
Geographic Scope (*Coverage of the programme being evaluated & generalizability of evaluation findings*)	1.3 Multi-country: Where one programme is implemented in several countries, or different programmes of a similar theme are implemented in several countries, the evaluation would cover two or more countries within one region. The results of the evaluation would not be generalizable to other countries in the region.	
Management of Evaluation (*Managerial control and oversight of evaluation decisions*)	2.1 UNICEF managed: Working with national partners of different categories UNICEF is responsible for all aspects of the evaluation.	
Purpose (*Speaks to the overarching goal for conducting the evaluation; its raison d'être*)	3.7 Programme: An evaluation of a sectorial programme to determine its overall effectiveness and efficiency in relation to the stated goals and objectives	
Result (*Level of changes sought, as defined in RBM: refer to substantial use of highest level reached*)	4.3 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 (*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)*)	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 (*Implementation and control of the evaluation activities*)	6.3 Independent external: The evaluation is implemented by external consultants and/or UNICEF Evaluation Office professionals. The overall responsibility for the evaluation lies outside the division whose work is being evaluated.	
Approach	7.1 Formative: An evaluation with the purpose and aim of improving the programme. Formative evaluations strengthen or improve the object being evaluated by examining the delivery of the programme	The TOR also mention retrospective and prospective approaches.

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
			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*
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 object of the evaluation is well described as UNICEF's systems approach for inclusion of all out-of-school children in quality learning in the CEE/CIS region (p. 1). The context related to the object of the evaluation is described but is focused solely on sectoral and institutional elements (pp. 1-2).		
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	Mostly			
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			While the report describes the object of the evaluation, the description cannot be qualified as clear and full. The underlying TOC/results chain is vague and some contextual elements are missing such as social, political, and economic aspects that are relevant for understanding issues related to the inclusion of out-of-school children in quality learning in the region during the period under review. Key stakeholder contributions, while identified, are not described and the implementation phase is not clearly identified.	While a good attempt is made to describe the object of the evaluation, its context, TOC, key stakeholders, and implementation status, the description lacks focus and clarity. The diagram illustrating the causal links in the TOC that appears in Appendix 6 would have been more useful in the main report.
4 Is the results chain or logic well articulated? The report should identify how the designers of the evaluated object thought that it would address the problem that they had identified. This can include a results chain or other logic models such as theory of change. It can include inputs, outputs and outcomes, it may also include impacts. The models need to be clearly described and explained.	Mostly	The report provides a narrative description of the regional TOC in relation to UNICEF's seven core roles, CfS approach, MoRES framework, and HRBA but the description lacks focus and the links in the results chain are not clearly articulated (pp. 3-7).		
Stakeholders and their contributions				
5 Are key stakeholders clearly identified? These include o implementing agency(ies) o development partners o rights holders o primary duty bearers o secondary duty bearers	Yes	The key stakeholders are identified (pp. 7-8) and other stakeholder contributions to the MoRES system determinants are identified in the TOC diagram (Appendix 6) but their specific contributions are not described. UNICEF contributions are summarized in the findings sub-section 5.4 (pp. 49-66).		
6 Are key stakeholders' contributions described? This can involve financial or other contributions and should be specific. If joint program also specify UNICEF contribution, but if basket funding question is not applicable	Mostly			
7 Are UNICEF contributions described? This can involve financial or other contributions and should be specific	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	Mostly	The phase of implementation of the evaluation's object is more or less described as being ten years after the CEE/CIS region adopted a systemic approach to programming and UNICEF's contributions to programme interventions during that period (pp. 1-2).		

(Rating in column 4: Mostly Satisfactory)

Executive Feedback on Section A Issues for this section relevant for feedback to senior management (positives & negatives), & justify rating. *Up to two sentences*	The description of the object of the evaluation includes some relevant background information and some text related to the underlying theory of change. However, the broader political, economic, and social context is not explained and the TOC lacks clarity in terms of the causal links between its different elements.

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? 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.	Constructive feedback for future reports *Including how to address weaknesses and maintaining good practice*
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.	Yes	The purpose of the evaluation is clear, including why the evaluation is needed at this time, who needs the information, what information is needed, and how the information will be used (p. 2). The three objectives of the evaluation are clear and realistic as is the scope (pp. 2, 8) however it would have been useful to present these elements in the same section (1.2). The objectives and scope relate 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	Yes			
11 Do the objective and scope relate to the purpose? The reasons for holding the evaluation at this time in the project cycle (purpose) should link logically with the specific objectives the evaluation seeks to achieve and the boundaries chosen for the evaluation (scope)	Yes			
Evaluation framework				
12 Does the evaluation provide a relevant list of evaluation criteria that are explicitly justified as appropriate for the Purpose? It is imperative to make the basis of the value judgements used in the evaluation transparent if it is to be understood and convincing. UNEG evaluation standards refer to the OECD/DAC criteria, but other criteria can be used such as Human rights and humanitarian criteria and standards (e.g. SPHERE Standards) but this needs justification.. Not all OECD/DAC criteria are relevant to all evaluation objectives and scopes. The TOR may set the criteria to be used, but these should be (re)confirmed by the evaluator. Standard OECD DAC Criteria include: Relevance; Effectiveness; Efficiency; Sustainability; Impact Additional humanitarian criteria include; Coverage; Coordination; Coherence; Protection; timeliness; connectedness; appropriateness. *(This is an extremely important question to UNICEF)*	Yes	The report lists the five standard OECD-DAC evaluation criteria used, with a focus on impact and outcome results (p. 8).	**Highly satisfactory** — The evaluation's purpose, objectives, and scope are sufficiently clear to guide the evaluation. The evaluation questions are listed in the TOR in Appendix 1 and in an evaluation framework provided in Appendix 5.	While the evaluation criteria are clearly identified in the report, it would have been useful as well to list in the main narrative the questions related to each criterion.
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, objectives, and criteria of the evaluation are clearly outlined, although it would have been useful to see a list of questions related to each evaluation criterion in the main report as well. The evaluation questions are only found in the appendices.		

SECTION C: EVALUATION METHODOLOGY, GENDER, HUMAN RIGHTS AND EQUITY				
Question	**cc**	**Remarks**		
Data collection			**C/ Is the methodology appropriate and sound?** 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.	**Constructive feedback for future reports** *Including how to address weaknesses and maintaining good practice*
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.	Outstanding	Data collection methods, analysis methods, and sampling methods are clearly described (pp. 13-19) with various data collection and analysis tools provided in Appendix 5. Both data collection and analysis methods are substantially detailed (pp. 16-19). There is a useful classification of documents reviewed by type (p. 13, Appendix 3). Furthermore, the methodology included peer reviewing among evaluators as each was responsible for different aspects of data analysis (p. 17). This indicates best practice.		
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	Outstanding			
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	Yes	A sub-section entitled "Strategic principles and ethical considerations" highlights the participatory and transparent approach used by the evaluation team (p. 9). This sub-section also refers to ethical safeguards for evaluation participants: protection of anonymity, confidentiality, dignity, rights and welfare of all participants, children in particular (p. 11).		
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	Yes			
Results Based Management			The report presents 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 methodology is described in detail although limitation	Peer review among evaluators responsible for different aspects of data analysis is good practice. However, methodological limitations could have been addressed more fully.
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.	Yes	The evaluation involved a thorough assessment of the evaluated object's monitoring system. The M&E approach uses the MoRES framework described as an "ex-post reference to UNICEF planning" that builds upon the existing RBM approach with		

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.

Yes

a view to addressing "intermediate, real time process/outcome measures between routine monitoring of inputs and outputs as a part of development programmes, on the one hand, and monitoring of high level outcomes/impact every three to five years, on the other." (pp. 5-6). It identifies four determinants that either constrain or enable the achievement of results: enabling environment, supply, demand, and quality of services and goods (p. 6). This framework is subsequently referred to in the methodology (pp. 17, 20, Appendix 4), findings on effectiveness (pp. 45-46), and recommendations (pp. 76-77). The report also mentions UNICEF's internal use of the MICS at the country level to gather data for monitoring the situation of children and women through household surveys (p. 60) and the uneven use of data collection systems among the five countries and territories visited (pp. 45, 78) and less funding given to M&E relative to other UNICEF core roles (p. 52).

described in detail, although limitations are only briefly identified. Because this evaluation is of UNICEF's fourth key strategic result area specifically focused on the inclusion of all out-of-school children in quality learning, equity considerations are at the heart of this evaluation and are therefore prominent in this report.

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.	Outstanding	The report states, "Efforts were made to include both men and women, boys and girls, as well as representatives from different ethnic, geographic, or other relevant groups. Equity dimensions (or related limitations) were taken into account during the process of school selection." (p. 11). UNICEF's commitment to HRBA, GE, and equity as cross-cutting themes is fully integrated in this evaluation, including in the evaluation design, methodology, analytical framework, findings, conclusions, and recommendations (pp. 7, 22, 24, 28-35, 39-45, 66, 68-70, 73, 75). The evaluation fully assessed the extent to which the implementation of the evaluated object was monitored through human rights frameworks, as illustrated particularly in sub-section 5.1 of the findings focused on changes in the lives of children from equity and equality perspectives (pp. 23-44). While GE features prominently through to the conclusions of the report, issues related to the empowerment of women are implicit in the notion of girls realizing their right to quality education.
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.	Outstanding	
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.	Outstanding	
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.	Outstanding	

Highly satisfactory

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.	Yes	School selection for the field visits is well described as is the selection of stakeholders for interviews, round table discussions, and focus group discussions in each country (pp. 10-11, 15-16). The levels of participation are appropriate for the task at hand.		
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.	Yes			
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.	Yes	While no counterfactual was constructed, the evaluation does address issues of contribution, in particular UNICEF's contribution to system changes as per the evaluation objectives. The report explicitly mentions that it was not possible to differentiate between contribution and attribution (p. 65). The methodology used facilitates answers to the evaluation questions in the context of this evaluation.		
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	Methodological limitations are not fully described but what is identified appears acceptable for the task at hand (p. 18).		
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 used for this evaluation was comprehensive, involving triangulation of data sources and collection methods. Details are additionally provided in the appendices. The evaluation made appropriate use of the evaluated object's M&E framework. Human rights, gender equality, and equity considerations are at the crux of this evaluation focused on the inclusion of all children in quality learning in CEE/CIS.			

SECTION D: FINDINGS AND CONCLUSIONS

Question	cc	Remarks	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.	Constructive feedback for future reports *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.	Yes	The findings are generally well presented and based on the objective use of the reported evidence. However, there are too many graphs throughout this chapter (Ch. 5) which detracts from the main narrative. The findings address all of the evaluation's stated criteria and questions and demonstrate good progression from implementation to results. Gaps and limitations are discussed and caveats are included to guide the reader on how to interpret findings (for e.g. p. 73-74). While some findings are not identified as "unexpected", they are highlighted and can be interpreted as such.		
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 findings respond directly to the evaluation criteria and questions and are based on evidence derived from the data collection and analysis methods detailed in the methodology chapter. Conclusions are clearly presented and relevant, although information in sub-section 6.1 entitled "Summary of the context of the visited countries and territories" (pp. 71-72) would have been more usefully incorporated at the beginning of the report.	While the findings are generally well presented, this chapter would have been more succinct and effectively presented had the numerous graphs supporting the evidence been put in appendix. Moreover, contextual elements related to each of the five countries visited in the context of this evaluation should have been presented before the findings not at the beginning of the conclusions.
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			
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	A cost analysis is briefly presented in the efficiency analysis of the findings (p. 52). It shows UNICEF's contributions to the five countries broken down by core roles.		

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	The evaluation makes a fair and reasonable attempt to assign contribution for results to the key evaluation stakeholders. Causal reasons for accomplishments and failures are identified throughout the findings related in particular to efficiency (sub-section 5.4). Country examples are provided throughout the findings.
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)*	Yes	
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.	Yes	The conclusions generally mention the implications for integration of children with multiple disadvantages if poverty issues are not addressed and if gender and other minority rights are not mainstreamed at all levels of decision making (p. 75). The lessons learned also mention the implications for building social cohesion of not organizing logistics in line with policy and legislative changes (p. 83). The conclusions present a balanced view of the results of the evaluation (p. 73)
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.	Yes	
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.	Yes	The conclusions add value to the findings and identify key priority issues such as challenges facing minority girls (p. 73). The conclusions reflect the findings and take into account the views of various stakeholders insofar as the findings take these into account. However, the conclusions do not specifically mention stakeholder views. The conclusions speak to all groups of stakeholders, but especially to UNICEF as the key stakeholder (pp. 71-75).
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.	Mostly	
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).	Yes	

Highly satisfactory

Executive Feedback on Section D Issues for this section relevant for feedback to senior management (positives & negatives), & justify rating. *Up to two sentences*	**The findings are generally well presented and based on the objective use of the reported evidence. However, the numerous graphs break the narrative flow of this chapter. The conclusions are clearly presented and provide a good summary of the findings in relation to each evaluation criterion.**

SECTION E: RECOMMENDATIONS AND LESSONS LEARNED

Question	cc	Remarks	E/ Are the recommendations and lessons learned relevant and actionable?	Constructive feedback for future reports
Relevance and clarity of recommendations			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.	*Including how to address weaknesses and maintaining good practice*
43 Are the recommendations well-grounded in the evidence and conclusions reported? Recommendations should be logically based in findings and conclusions of the report.	Yes	The recommendations are well-grounded in the evidence and conclusions reported and are relevant to the object and purpose of the evaluation (pp. 75-81). They are clearly stated, well organized, and prioritized in terms of two timeframes: immediate action (within 60 days of approval of report) and action within one year. Specific recommendations are preceded by general recommendations each linked to UNICEF contributions to system changes through its core roles. This effectively ties the recommendations in with the evaluated object's TOC.		
44 Are recommendations relevant to the object and the purpose of the evaluation? Recommendations should be relevant to the evaluated object	Yes			
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			While fairly numerous, the recommendations targeting the CO include a note stating that they "are presented as a pool of country-specific recommendations from which concerned countries and territories can select when preparing their respective management response." (p. 80) All recommendations are relevant and actionable to the object and purpose of the evaluation. They are supported by the evidence and conclusions presented. The development of the recommendations involved the participation of relevant stakeholders and specific recommendations identify the target group for each recommendation. The recommendations are prioritized according to two timeframes: immediate and short-to-medium term. The lessons learned are also relevant and actionable.	Given the theory-based approach of this evaluation and the importance of the question of UNICEF's contribution to system changes, summary tables that indicate a general conclusion and a general recommendation for each system determinant and UNICEF core role in accordance with the regional TOC effectively sums up the evaluation results and shows good practice.
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.	Mostly	General recommendations do not identify a target group for action although it can be presumed to be UNICEF. Specific recommendations are addressed to the RO and CO in the region. They are realistic in the context of the evaluation. The report states that the key recommendations that emerged from the field visit consultations were shared with all CO during country debriefings "and were then confirmed both in terms of relevance and feasibility." (p. 76).	Highly satisfactory	
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	The two main lessons learned presented are correctly identified and the first indicates wider applicability. However, the second could have been developed further to illustrate how it can be applied to broader contexts (p. 82).		
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			
Executive Feedback on Section E Issues for this section relevant for feedback to senior management (positives & negatives), & justify rating. *Up to two sentences*		**The recommendations are relevant and actionable to the object and purpose of the evaluation. They are supported by the evidence and conclusions presented. The two lessons learned presented are correctly identified and indicate broader applicability to a certain extent.**		

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	Mostly	The opening pages of the report contain all the basic elements, except the cover page does not indicate the timeframe of the evaluation (2002-2012) and the list of appendices does not indicate page numbers for each appendix (p. ix). However, a useful glossary of terms is included (pp. iii-v). The report is logically structured and the annexes contain appropriate elements that increase the usefulness and credibility of the report. That said, the findings chapter (Ch. 5, pp. 22-70) is quite heavily "loaded" with graphs, several of which could have been put in appendix, and the contextual elements related to the countries and territory of the field visits found in the conclusions chapter should have been integrated at the beginning of the report.		
52 Is the report logically structured? Context, purpose, methodology and findings logically structured. Findings would normally come before conclusions, recommendations & lessons learnt	Yes		In general, the report is fairly well structured, logical, and clear. Some graphs and tables in the findings chapter could have been put in appendix to ease the narrative flow in the main report. The executive summary is missing some key content and is too long to be useful for decision makers.	While the style and presentation of the report are generally good, it is suggested that in future the narrative flow of the findings not be interrupted by series of graphs that could be referred to in appendix instead. Moreover, the executive summary should be a short, concise summary of the evaluation report that gives equal weight to each of the main sections of the report with an emphasis on key recommendations.
53 Do the annexes contain appropriate elements? Appropriate elements may include: ToRs; List of interviewees and site visits; List of documentary evidence; Details on methodology; Data collection instruments; Information about the evaluators; Copy of the evaluation matrix; Copy of the Results chain. Where they add value to the report	Yes			
54 Do the annexes increase the usefulness and credibility of the report?	Yes			
Executive Summary				
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 contains most of the necessary elements except the evaluation criteria are not listed in the section on evaluation objective, scope and methodology (p. x), the intended audience is not identified clearly, and the content is somewhat disproportionately presented between sections, e.g. methodology is covered in four lines only, recommendations are too brief and general whereas the findings cover 10 pages. Also, the summary is too long (11 pages) (pp. x-xxi).		
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	Mostly			
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	No			
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.	No			

F/ Overall rating: **Mostly Satisfactory**

Executive Feedback on Section F Issues for this section relevant for feedback to senior management (positives & negatives), & justify rating. *Up to two sentences*	Overall, the report is fairly well structured, logical, and clear. Some graphs and tables in the findings chapter could have been put in appendix to ease the narrative flow in the main report. The executive summary is missing some key content related to the methodology and recommendations while there is too much information on the findings. This limits its usefulness for decision makers.

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 with all deviations from the TOR explained, e.g. evaluation framework questions slightly modified after the field test in Kosovo.

ii/ Identify aspects of good practice in the evaluation In terms of evaluation	The report reflects several good practices in evaluation, namely a thorough and transparent description of the methodology with possible bias and mitigation measures identified, solid data analysis method description with strong triangulation, and a balanced description of findings.
iii/ Identify aspects of good practice of the evaluation In terms of programmatic, sector specific, thematic expertise	Some programmatic and sector specific good practices are identified, e.g. building school-parent cooperation and local support networks has a positive influence on more inclusive education (p. 38) and developing programming on the lessons of other countries cannot trump the need for a proper analysis of context-specific education practices in the country of intervention (p. 53).

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	Each of the six sections of the evaluation report provides sufficient credibility to give the reasonable person confidence to act.	Overall, this is a very credible report that presents a sound and transparent evaluation methodology and detailed findings that address the evaluation purpose and objectives. It can therefore be used with confidence.
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 six sections of the evaluation report hold together in a logically consistent way providing common threads throughout the report.	**Highly satisfactory**
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 six sections of the evaluation report hold together in a logically consistent way and provide sufficient credibility to give the reasonable person confidence to act. The report can be used with confidence.**