



UNICEF Global Evaluation Report Oversight System (GEROS) Review Template

Colour Coding	CC	Dark green	Green	Amber	Red	White
	Questions	Outstanding	Yes	Almost	No	Not Applicable
	Section & Overall Rating	Very Confident to Act	Confident to Act	Almost Confident to Act	Not Confident to Act	

The key questions are highlighted as shown here, and are important questions in guiding the analysis of the section

The Cornerstone questions are in column J and are questions that need to be answered for rating and justification of each of the six sections

UNEG Standards for Evaluation in the UN System	UNEG Norms for Evaluation in the UN System	UNICEF Adapted UNEG Evaluation Report Standards
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Response	
Title of the Evaluation Report	Evaluation of Gender Sensitization and People Friendly Police Initiative, Karnataka. Final Report
Report sequence number	2010-015
Date of Review	02/04/2012
Year of the Evaluation Report	2011
Region	South Asia Regional Office
Country(ies)	India
Type of Report	Evaluation
TORs Present	No
Name of reviewer	IOD PARC
Classification of Evaluation Report	
	Comments
Geographical <i>(Coverage of the programme being evaluated & generalizability of evaluation findings)</i>	1.1 Sub-national: The programme and evaluation covers selected sub-national units (districts, provinces, states, etc.) within a country, where results cannot be generalized to the whole country
Management <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>	3.6 Project: An evaluation which is step-by-step process of collecting, recording and organisation information about the project results including immediate results, short-term outputs and long-term project outcomes
Result <i>(Level of changes sought, as defined in RBM; refer to substantial use of highest level reached)</i>	4.2 Outcome: Effects from one or more programmes being implemented by multiple actors (UNICEF and others), where the cumulative effect of outputs elicits results beyond the control of any one agency or programme
MTSP Correspondence <i>(Alignment with MTSP focus area priorities: (1) Young child survival and development; (2) Basic education and gender equality; (3) HIV/AIDS and children; (4) Child protection from violence, exploitation and abuse; and (5) Policy advocacy and partnerships for children's rights)</i>	5.1 Sectoral: addresses issues within only one of the five MTSP focus areas (4. Child Protection) 5.3 Cross-cutting: Addresses issues that are named as cross-cutting strategies of the MTSP or otherwise known to operate within all MTSP areas. Includes but is not limited to the human rights-based approach to programming, gender equity, knowledge management, evaluation, & communication for development.
Level of Independence <i>(Implementation and control of the evaluation activities)</i>	6.2 Independent internal: The evaluation is implemented by consultants but managed in-house by UNICEF professionals. The overall responsibility for the evaluation lies within the division whose work is being evaluated.
Timing / Stage	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 object of the evaluation is well described with many details on the trainings concerned, level of coverage and details on financial and human resources. Context is explained though in much less detail though does enhance the findings.	A/ Does the report present a clear & full description of the 'object' of the evaluation? The report should describe the object of the evaluation including the results chain, meaning the 'theory of change' that underlies the programme being evaluated. This theory of change includes what the programme was meant to achieve and the pathway (chain of results) through which it was expected to achieve this. The context of key social, political, economic, demographic, and institutional factors that have a direct bearing on the object should be described. For example, the partner government's strategies and priorities, international, regional or country development goals, strategies and frameworks, the concerned agency's corporate goals & priorities, as appropriate.		
2 Is the context explained and related to the object that is to be evaluated? The context includes factors that have a direct bearing on the object of the evaluation: social, political, economic, demographic, institutional. These factors may include strategies, policies, goals, frameworks & priorities at the: international level; national Government level; individual agency level	Yes				
3 Does this illuminate findings? The context should ideally be linked to the findings so that it is clear how the wider situation may have influenced the outcomes observed.	Yes				
Theory of Change					
4 Is the results chain or logic well articulated? The report should identify how the designers of the evaluated object thought that it would address the problem that they had identified. This can include a results chain or other logic models such as theory of change. It can include inputs, outputs and outcomes, it may also include impacts. The models need to be clearly described and explained.	Almost	Though the objectives of the training of the programme are provided, there is less attention to the results chain in the introductory parts of the report for the reader to understand the relations between the various parts of the theory of change.	Almost Confident to Act Details on the object of the evaluation are provided but focus in particular on project implementation and outputs concerned. At times evaluative statements are made which appears unsuitable for an introductory section before the objectives and methodology of the evaluation are provided. Stakeholders are identified in broad terms and not specified and contributions are mostly not made explicit. Details on project budget are included.		
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	Almost				
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	No				
7 Are UNICEF contributions described? This can involve financial or other contributions and should be specific	Almost				
Implementation Status					
8 Is the implementation status described? This includes the phase of implementation and significant changes that have happened to plans, strategies, performance frameworks, etc that have occurred - including the implications of these changes	Yes	The status of the implementation of the project is provided and information on adaptations over the period of implementation is included.	As part of the object of the evaluation it is important to provide an overview of the details of stakeholders concerned including Government partners and other Development Partners in order to understand UNICEF's contribution vis a vis the efforts of other stakeholders concerned.		
Executive Feedback on Section A Issues for this section relevant for feedback to senior management (positives & negatives), & justify rating. <i>Up to two sentences</i>	The object of the project is included but mostly concerns issues of project implementation, activities , outputs and financial issues. Insufficient attention is paid to details of the results chain, stakeholders involved in the project and their contributions. Implementation status is provided.				

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

Question	cc	Remarks		
Purpose, objectives and scope			<p>B/ Are the evaluation's purpose, objectives and scope sufficiently clear to guide the evaluation?</p> <p>The purpose of the evaluation should be clearly defined, including why the evaluation was needed at that point in time, who needed the information, what information is needed, and how the information will be used. The report should provide a clear explanation of the evaluation objectives and scope including main evaluation questions and describes and justifies what the evaluation did and did not cover. The report should describe and provide an explanation of the chosen evaluation criteria, performance standards, or other criteria used by the evaluators.</p>	<p>Constructive feedback for future reports <i>Including how to address weaknesses and maintaining good practice</i></p>
<p>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.</p>	Yes	Purpose of the evaluation is made clear and potential users of the evaluation results have been identified. Objectives and scope of the evaluation are provided but the actual objectives are only presented as part of Chapter 4: Key Analysis of Findings when the adapted criteria of Kirkpatrick are presented and used in the analysis. This is confusing with a different approach to the assignment (exhibit 2.1) presented in the introductory section of the report. Linkage between objectives and the purpose of the evaluation is clear.		
<p>10 Are the objectives and scope of the evaluation clear and realistic? This includes: Objectives should be clear and explain what the evaluation is seeking to achieve; Scope should clearly describe and justify what the evaluation will and will not cover; Evaluation questions may optionally be included to add additional details</p>	Almost			
<p>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)</p>	Yes			
Evaluation framework			Almost Confident to Act	
<p>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 <i>(This is an extremely important question to UNICEF)</i></p>	Almost	Though the TOR refers clearly to the five DAC Evaluation criteria the report does not explicitly use these when presenting the scope of work and the approach to the assignment. There is no justification provided for this. The figure depicting the assignment approach on p 22 is not described while it is not obvious how it is to be understood. The evaluation criteria for evaluation of training from Kirkpatrick are adapted but no justification is provided for this and it is not clear why the levels of learning and behavioural change of Kirkpatrick are combined, as these separate levels are an essential part of that evaluation framework.		
<p>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 criterion and rejecting any standard OECD-DAC criteria (where they would be applicable) should be explained in the report.</p>	No			
<p>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></p>	<p>The purpose of the evaluation is provided and expected users of evaluation results are identified. Objectives and scope are presented but the evaluation framework actually used in the evaluation is only presented as part of the findings. The use of the framework, though useful, diverts from the use of the DAC Evaluation criteria, for which no justification is provided.</p>			

SECTION C: EVALUATION METHODOLOGY, GENDER, HUMAN RIGHTS AND EQUITY				
Question	cc	Remarks		
Data collection				
14 Does the report specify data collection methods, analysis methods, sampling methods and benchmarks? This should include the rationale for selecting methods and their limitations based on commonly accepted best practice.	Yes	Methods for data collection as well as data sources are provided with attention to qualitative and quantitative data gathering and analysis. This is done in a narrative way, describing the stages of implementation of the methodology and justification of choices are not made explicit.	<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>	
15 Does the report specify data sources, the rationale for their selection, and their limitations? This should include a discussion of how the mix of data sources was used to obtain a diversity of perspectives, ensure accuracy & overcome data limits	Yes			
Ethics				
16 Are ethical issues and considerations described? The design of the evaluation should contemplate: How ethical the initial design of the programme was; The balance of costs and benefits to participants (including possible negative impact) in the programme and in the evaluation; The ethics of who is included and excluded in the evaluation and how this is done	No	There is no attention to ethical considerations and safeguards. It is not clear whether children have been interviewed as the category for data sources of beneficiaries is not further specified and annexes on details of methodology were not included in the version of the report reviewed.		
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	No			
Results Based Management				
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.	No	There is no attention to the project monitoring system and it is not clear to what extent such a system was in place and what it consisted of. Nevertheless there is a recommendation which focuses on M&E but this is not informed by any data on M&E and analysis in the report.	<p>Confident to Act</p> <p>Methods for data collection as well as data sources are provided with attention to qualitative and quantitative data gathering and analysis. There is an attempt to construct a counterfactual and the methodology used can be expected to be able to answer the evaluation questions in the context of the evaluation. Limitations of the methodology are included and appear acceptable for the task at hand. Methodology could have been further improved by attention to ethical considerations and safeguards, attention to participation of stakeholders and justification of methodological choices made.</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 log frame 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.	N/A			
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	Almost	There is attention to human rights of women and children in terms of access to services from police stations and the way in which they are treated at these stations. There is less attention in the analysis to issues of equity and the extent to which there remains differences amongst particularly vulnerable groups of women and children including women and children from scheduled castes and scheduled tribes.		
			<p>Constructive feedback for future reports</p> <p><i>Including how to address weaknesses and maintaining good practice</i></p>	

<p>21 Does the evaluation assess the extent to which the implementation of the evaluated object was monitored through human rights (inc. gender, equity & child rights) frameworks? UNICEF commits to go beyond monitoring the achievement of desirable outcomes, and to ensure that these are achieved through morally acceptable processes. The evaluation should consider whether the programme was managed and adjusted according to human rights and gender monitoring of processes.</p>	No				
<p>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.</p>	Yes				
<p>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.</p>	Yes				
<p>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.</p>	Almost				
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>	No	<p>There is no explicit attention to the participation of stakeholders in the evaluation process. Mention is made of the involvement of the research advisory group, GSPP resource team and UNICEF. Participation of various levels of police staff other than as informants is not included. This is remarkable given the approach of the project described in the report as: 'for the police, of the police and by the police'</p>			

<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>	Almost			
Methodological robustness				
<p>27 Is there an attempt to construct a counterfactual? 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	There is an attempt to construct a counterfactual given the selection of districts in the field survey with one not yet included in the intervention and through the comparisons amongst trained and untrained police staff (instead of assessment before and after training events). The methodology used combines qualitative and quantitative methods and can be expected to be able to answer the evaluation questions in the context of the evaluation. Limitations of the methodology are included on p 29 and appear acceptable for the task at hand.		
<p>28 Can the methodology answer 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>	Yes			
<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			
<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 methodology used can be expected to be able to answer the evaluation questions in the context of the evaluation. Methods for data collection as well as data sources are provided with attention to qualitative and quantitative data gathering and analysis. There is an attempt to construct a counterfactual. Limitations of the methodology are included and appear acceptable for the task at hand.</p>			

SECTION D: FINDINGS AND CONCLUSIONS				
Question	cc	Remarks		
Completeness and logic of findings				
30 Are findings clearly presented and based on the objective use of the reported evidence? Findings regarding the inputs for the completion of activities or process achievements should be distinguished clearly from results. Findings on results should clearly distinguish outputs, outcomes and impacts (where appropriate). Findings must demonstrate full marshalling and objective use of the evidence generated by the evaluation data collection. Findings should also tell the 'whole story' of the evidence and avoid bias.	Yes	Findings are presented and based on quantitative and qualitative data gathered. Large part of the report concerns the presentation of data in chapter 3, which concerns descriptive data rather than findings. Analysis is provided in chapter 4 which takes up the main points but leaves out much of the details of chapter 3, use of which could have further enriched the analysis. The findings do address all the evaluation criteria and there is a progression towards results in terms of the adapted Kirkpatrick framework for the evaluation of training. Gaps and limitations are at times discussed. There is no explicit attention to unexpected findings.	Confident to Act	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.	Yes			
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.	Almost			
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.	Almost			
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.	Almost	Cost analysis is included but focuses only on the actual costs relative to beneficiary units. The discussion leaves out the comparison of alternative approaches, whether the same results could have been obtained by the use of other interventions than training (including changes in recruitment processes, organizational aspects of the police force, or a focus on the enabling environment). With the lack of attention to alternatives the analysis of efficiency remains superficial.		
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.	Almost	There is sufficient attention to the viewpoints of various stakeholders throughout the report. There is only limited attention to contribution analysis and to causal explanations to success and failure.		
				Constructive feedback for future reports <i>Including how to address weaknesses and maintaining good practice</i>
				It would be useful for aspects of efficiency to include an assessment of alternative options for reaching the same results at the same or lower costs. This would expand the discussion beyond merely assessing related cost aspects of the approach used.

<p>37 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	and nature.	
<p>38 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>	Almost		
Strengths, weaknesses and implications			
<p>39 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>In particular in the recommendations there is attention to implications of continuing constraints. Findings and conclusions do focus on strengths as well as weaknesses and there is attention to areas for improvements throughout the report.</p>	
<p>40 Do the conclusions present both the strengths and weaknesses of the evaluated object? Conclusions should give a balanced view of both the stronger aspects and weaker aspects of the evaluated object with reference to the evaluation criteria and human rights based approach.</p>	Yes		
Completeness and insight of conclusions			
<p>41 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>	Yes	<p>Conclusions are stated on the level of the evaluation criteria and provided at the end of the analysis chapter in a table. Moreover, some narrative conclusions are provided in the Conclusion paragraph and at the start of the section on recommendations. The conclusions are on the level of the evaluation criteria for evaluation of training (adapted from Kirkpatrick) and can be considered relevant to end users. conclusions on cost benefit analysis (the fifth level) are unfortunately not included but are provided earlier as part of the discussion of efficiency.</p>	
<p>42 Are the conclusions pitched at a level that is relevant to the end users of the evaluation? Conclusions should speak to the evaluation participants, stakeholders and users. These may cover a wide range of groups and conclusions should thus be stated clearly and accessibly; adding value and understanding to the report (for example, some stakeholders may not understand the methodology or findings, but the conclusions should clarify what these findings mean to them in the context of the programme).</p>	Yes		
<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>Findings are presented and based on quantitative and qualitative data gathered. The findings do address all the evaluation criteria and there is a progression towards results in terms of the adapted Kirkpatrick framework for the evaluation of training. There is balanced attention to strengths and weaknesses and the conclusions presented on the level of the evaluation criteria can be considered relevant to the stakeholders concerned. Cost analysis remains superficial with lack of attention to alternative approaches that could have effected or contributed towards the same outcome and impact level changes.</p>		

SECTION E: RECOMMENDATIONS AND LESSONS LEARNED			
Question	cc	Remarks	
Relevance and clarity of recommendations			
43 Are the recommendations well-grounded in the evidence and conclusions reported? Recommendations should be logically based in findings and conclusions of the report.	Yes	Recommendations are clearly stated and concern five issues all related to scaling up of the initiative. Most of the recommendations are linked to data and findings presented in the report, which does though not go for the ones on monitoring and evaluation and performance recognition.	E/ Are the recommendations and lessons learned relevant and actionable? Recommendations should be relevant and actionable to the object and purpose of the evaluation, be supported by evidence and conclusions, and be developed with involvement of relevant stakeholders. Recommendations should clearly identify the target group for each recommendation, be clearly stated with priorities for action, be actionable and reflect an understanding of the commissioning organization and potential constraints to follow up.
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			
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.	Yes	Many of the recommendations do include agencies responsible and issues of implementation. Recommendations appear realistic in the context of the evaluation. Process for development of the recommendations is not made explicit.	Confident to Act Recommendations are clearly stated and few in number, all related to scaling up of the initiative. They are actionable and most of them are grounded in the findings and conclusions presented in the report. For many of the recommendations issues of implementation and responsibilities concerned are included. Process of development of the recommendations is not included.
47 Are the recommendations realistic in the context of the evaluation? This includes: o an understanding of the commissioning organisation o awareness of the implementation constraints o an understanding of the follow-up processes	Yes		
48 Does the report describe the process followed in developing the recommendations? The preparation of recommendations needs to suit the evaluation process. Participation by stakeholders in the development of recommendations is strongly encouraged to increase ownership and utility.	No		
Appropriate lessons learned			
49 Are lessons learned correctly identified? Lessons learned are contributions to general knowledge. They may refine or add to commonly accepted understanding, but should not be merely a repetition of common knowledge. Findings and conclusions specific to the evaluated object are not lessons learned.	Almost	Though reference is made to some good practices in the report, these are not worked out in terms of lessons learned which could be applied to other contexts, showing what wider relevance they could have.	UNICEF/UNEG standards state that lessons learned are an essential part of any evaluation report.
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.	Almost		
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>	Recommendations are clearly stated and few in number, all related to scaling up of the initiative. They are actionable and most of them are grounded in the findings and conclusions presented in the report. For many of the recommendations issues of implementation and responsibilities concerned are included.		

SECTION F: REPORT IS WELL STRUCTURED, LOGIC AND CLEAR				
Question	cc	Remarks		
Style and presentation			F/ Overall, do all these elements come together in a well structured, logical, clear and complete report? The report should be logically structured with clarity and coherence (e.g. background and objectives are presented before findings, and findings are presented before conclusions and recommendations). It should read well and be focused.	Constructive feedback for future reports <i>Including how to address weaknesses and maintaining good practice</i>
51. Do the opening pages contain all the basic elements? Basic elements include all of: Name of the evaluated object; Timeframe of the evaluation and date of the report; Locations of the evaluated object; Names and/or organisations of evaluators; Name of the organisation commissioning the evaluation; Table of contents including tables, graphs, figures and annex; List of acronyms	No	Opening pages miss out on various of the elements required including country concerned, timeframe of the evaluation, a more detailed table of contents and details on annexes and exhibits and tables presented in the report. Structure of the report can be enhanced with details of the data presented in the Findings (chapter 3) included in the annex and the report focusing on analysis of the data concerned. This could substantially reduce the length of the report which is with 118 pages overly long and not in line with the requirement of 40 pages in the TOR. In the version of the report reviewed, the annexes were actually not included as part of the report. It is unclear whether the TOR was part of the annexes.		
52 Is the report logically structured? Context, purpose, methodology and findings logically structured. Findings would normally come before conclusions, recommendations & lessons learnt	Almost			
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	N/A			
54 Do the annexes increase the usefulness and credibility of the report?	N/A			
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 is included as part of the report. The summary contains all the necessary elements and can stand alone. It includes a summary of the recommendations and can be expected to inform decision-making.	Almost Confident to Act	For practical reasons evaluation reports need to be limited in size with the main report in terms of findings and conclusions focusing on analysis of data and presentation of findings and conclusions rather than provision of data gathered itself, which can be presented in annexes to the report.
56 Does the executive summary contain all the necessary elements? Necessary elements include all of: Overview of the evaluated object; Evaluation objectives and intended audience; Evaluation methodology; Most important findings and conclusions; Main recommendations	Yes			
57 Can the executive summary stand alone? It should not require reference to the rest of the report documents and should not introduce new information or arguments	Yes			
58 Can the executive summary inform decision making? It should be short (ideally 2-3 pages), and increase the utility for decision makers by highlight key priorities.	Yes			
Executive Feedback on Section F Issues for this section relevant for feedback to senior management (positives & negatives), & justify rating. <i>Up to two sentences</i>	The opening pages of the report miss out on various elements and the version of the report reviewed did not contain the annexes part referred to in the table of contents. The structure of the report can be further enhanced. The report is overly long with 118 pages and this could be reduced by putting data in annexes and focusing the report on analysis of findings. The executive summary is included and with the inclusion of all elements required it can stand alone. The summary can be considered to be able to inform decision-making.			
Additional Information				
Question	Remarks			
1/ 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	NO TERMS OF REFERENCE WERE ATTACHED TO THE REPORT. ALL FUTURE EVALUATIONS SHOULD HAVE THE ORIGINAL TOR INCLUDED AS AN ANNEX.			

ii/ Identify aspects of good practice of the evaluation In terms of evaluation	
iii/ Identify aspects of good practice of the evaluation In terms of programmatic, sector specific, thematic expertise	

OVERALL RATING				
Question	cc	Remarks	OVERALL RATING Informed by the answers above, apply the reasonable person test to answer the following question: Ω / Is this a credible report that addresses the evaluation purpose and objectives based on evidence, and that can therefore be used with confidence? This question should be considered from the perspective of UNICEF strategic management.	
i/ To what extent does each of the six sections of the evaluation provide sufficient credibility to give the reasonable person confidence to act? Taken on their own, could a reasonable person have confidence in each of the five core evaluation elements separately? It is particularly important to consider: o Is the report methodologically appropriate? o Is the evidence sufficient, robust and authoritative? o Do the analysis, findings, conclusions and recommendations hold together?	Yes	Most of the six sections provide sufficient credibility though there are ways in which most of these sections could have been improved.	Confident to Act	The present report can be used with confidence. Purpose of the evaluation is provided and the framework used in the evaluation provides sufficient guidance to the evaluation process although it diverts from the DAC evaluation criteria and is presented late in the report. Methods for data collection and data sources are included and provide a useful mix of qualitative and quantitative approaches. Limitations are provided and acceptable for the task at hand. Findings are presented and do address all of the evaluation criteria of the framework used in the evaluation, which includes a progression towards results. Cost analysis is included but remains superficial. Recommendations are clearly stated and mostly linked with findings and conclusions with details on implementation provided. The executive summary is included and can stand alone and inform decision-making.
ii/ To what extent do the six sections hold together in a logically consistent way that provides common threads throughout the report? The report should hold together not just as individually appropriately elements, but as a consistent and logical 'whole'.	Yes	The whole of the report provides sufficient credibility to act.		
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 present report can be used with confidence. The purpose of the evaluation is provided and the framework used in the evaluation provides sufficient guidance to the evaluation process. Methods for data collection and data sources are included and provide a useful mix of qualitative and quantitative approaches. Limitations to the methodology are acceptable for the task at hand. Findings are presented and do address all of the evaluation criteria of the framework used, which includes a progression towards results. Recommendations are clearly stated and mostly linked with findings and conclusions. The executive summary is included, can stand alone and inform decision-making.			