



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	Outstanding/ Very Confident to Act	Good/ Confident to Act	Almost satisfactory / Almost Confident to Act	Unsatisfactory/ 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	Joint Evaluation of Nepal's Education for All 2004-2009 Sector Programme
Report sequence number	2009/009
Date of Review	23/11/2010
Year of the Evaluation Report	2009
Region	South Asia Regional Office
Country(ies)	Nepal
Type of Report	Evaluation
TORs Present	Yes
Name of reviewer	IOD PARC
Classification of Evaluation Report	
	Comments
Geographical (<i>Coverage of the programme being evaluated & generalizability of evaluation findings</i>)	1.2 National: The programme covers the whole country, and the evaluation draws a sample in every district, or uses a sampling frame that is representative of the whole country.
Management (<i>Managerial control and oversight of evaluation decisions</i>)	2.4 Country-led or Jointly Managed with Country: Evaluations managed by the Country (Government and/or CSO) or jointly managed by the Country (Government and/or CSO) and the UNICEF CO
Purpose (<i>Speaks to the overarching goal for conducting the evaluation; its raison d'etre</i>)	3.7 Programme: An evaluation of a sectorial programme to determine its overall effectiveness and efficiency in relation to the stated goals and objectives
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 (2. Basic education & gender equality)
Level of Independence (<i>Implementation and control of the evaluation activities</i>)	6.3 Independent external: The evaluation is implemented by external consultants and/or UNICEF Evaluation Office professionals. The overall responsibility for the evaluation lies outside the division whose work is being evaluated.
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				
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 development and implementation of the EFA programme is clearly described in the introduction.	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.	Constructive feedback for future reports <i>Including how to address weaknesses and maintaining good practice</i>		
2 Is the results chain or logic well articulated? The report should identify how the designers of the evaluated object thought that it would address the problem that they had identified. This can include a results chain or other logic models such as theory of change. It can include inputs, outputs and outcomes, it may also include impacts. The models need to be clearly described and explained.	Yes	While there is no specific discussion of the results chain, the evaluation is based on a clear and well articulated understanding of the links between inputs, outputs and outcomes.				
3 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	The context, while a little thin in places, is well focused and clearly explained.				
4 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 evaluation is of a sectoral programme, supported by a number of donors. At various points in the report key stakeholders are identified and their contributions are described. However, it takes work to find an overall description, particularly of UNICEF's contributions.	Confident to Act	It would have been useful to have had a summary of stakeholder contributions in the main text with a more detailed description as an annex.		
5 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	Almost					
6 Are UNICEF contributions described? This can involve financial or other contributions and should be specific	Almost					
7 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 evaluation is situated in the development of a new sector reform programme and the implementation status is described in sufficient detail.				
8 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	The contextual analysis is used to good effect in developing and presenting the recommendations.				
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 description of the programme, the context of implementation and of the stakeholders, while brief, is clear and well articulated. It provides a focused introduction to a complex programme.					

SECTION B: EVALUATION PURPOSE, OBJECTIVES AND SCOPE

Question	cc	Remarks		
<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	The purpose of the evaluation, focused on programme outcomes, and the objectives and scope are clear and realistic, given the scale and complexity of the programme.	<p>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.</p>	<p>Constructive feedback for future reports <i>Including how to address weaknesses and maintaining good practice</i></p>
<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>	Yes			
<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			
<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>	Yes	The discussion of the evaluation approach and methodology includes a list of the evaluation criteria used, looking specifically at effectiveness and efficiency. In addition, in the presentation of the findings, the report looks at issues of relevance and sustainability and discusses progress towards outcomes.	<p>Confident to Act</p> <p>The report includes a thorough introduction to the evaluation purpose, objectives and scope and a detailed analysis of the evaluation criteria used.</p>	<p>The evaluation included an inception report, submitted to the Government of Nepal, which explored the approach to be taken. This should be recorded as an example of good practice.</p>
<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>	Yes	The evaluation includes a discussion of the focus on effectiveness and efficiency and explores the limitations in looking at impact.		
<p>14 Did the evaluation design consider incorporation of the UN and UNICEF's commitment to a human rights-based approach to programming? This could be done in a variety of ways including: use of a rights-based framework, use of CRC, CEDAW and other rights related benchmarks, analysis of right holders and duty bearers and focus on aspects of equity, social exclusion and gender</p>	Almost	The evaluation does not look specifically at the human rights-based approach to programming, but does consider issues of equity, inclusion and gender in significant detail.		
<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 evaluation is based on a thorough description of the purpose, objectives and scope and a detailed analysis of the evaluation criteria used.</p>			

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

Question	cc	Remarks		
<p>15 Does the report specify data collection methods, analysis methods, sampling methods and benchmarks? This should include the rationale for selecting methods and their limitations based on commonly accepted best practice.</p>	Outstanding	The report explores in some detail the data collection and analysis methods used. The discussion of the sampling methods and limitations is particularly good.	<p>C/ Is the methodology appropriate and sound?</p> <p>The report should present a transparent description of the methodology applied to the evaluation that clearly explains how the evaluation was specifically designed to address the evaluation criteria, yield answers to the evaluation questions and achieve the evaluation purposes.</p> <p>The report should also present a sufficiently detailed description of methodology in which methodological choices are made explicit and justified and in which limitations of methodology applied are included. The report should give the elements to assess the appropriateness of the methodology. Methods as such are not 'good' or 'bad', they are only so in relation to what one tries to get to know as part of an evaluation. Thus this standard assesses the suitability of the methods selected for the specifics of the evaluation concerned, assessing if the methodology is suitable to the subject matter and the information collected are sufficient to meet the evaluation objectives.</p>	<p>Constructive feedback for future reports <i>Including how to address weaknesses and maintaining good practice</i></p>
<p>16 Does the report specify data sources, the rationale for their selection, and their limitations? This should include a discussion of how the mix of data sources was used to obtain a diversity of perspectives, ensure accuracy & overcome data limits</p>	Outstanding	The report discusses the existing data sources and the collection of primary data used to triangulate the findings.		
<p>17 Are ethical issues and considerations described? The design of the evaluation should contemplate: How ethical the initial design of the programme was; The balance of costs and benefits to participants (including possible negative impact) in the programme and in the evaluation; The ethics of who is included and excluded in the evaluation and how this is done</p>	Yes	The report includes a thorough discussion of who is included and excluded in the evaluation and the limitations that result.		
<p>18 Does the report refer to ethical safeguards appropriate for the issues described? When the topic of an evaluation is contentious, there is a heightened need to protect those participating. These should be guided by the UNICEF Evaluation Office Technical Note and include: protection of confidentiality; protection of rights; protection of dignity and welfare of people (especially children); Informed consent; Feedback to participants; Mechanisms for shaping the behaviour of evaluators and data collectors</p>	Yes			
<p>19 Is the capability and robustness of the evaluated object's monitoring system adequately assessed? The evaluation should consider the details and overall functioning of the management system in relation to results: from the M&E system design, through individual tools, to the use of data in management decision making.</p>	Outstanding	The evaluation is based in part on the monitoring data obtained through the strengthened education sector monitoring system. The report uses the data to good effect and, through the assessment in the evaluation, and makes a valuable critique of both the system and the data.	<p>Very Confident to Act</p> <p>The evaluation purpose and questions in the ToRs are relatively simple and somewhat limited. The methodology of the evaluation goes beyond these to provide a robust and convincing response to the purpose and objectives. In particular, the evaluation provides a valuable critique of the monitoring system and data at the sectoral level.</p>	<p>The evaluation could be used as an example best practice in responding to an evaluation purpose and objectives.</p>
<p>20 Does the evaluation make appropriate use of the M&E framework of the evaluated object? In addition to articulating the logic model (results chain) used by the programme, the evaluation should make use of the object's logframe or other results framework to guide the assessment. The results framework indicates how the programme design team expected to assess effectiveness, and it forms the guiding structure for the management of implementation.</p>	Outstanding			
<p>21 Does the evaluation assess the extent to which the implementation of the evaluated object was monitored through human rights (inc. gender & 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	The evaluation does not make specific reference to human rights frameworks. However, the evaluation explores in some detail issues of exclusion and gender inequality and provides clear findings and helpful recommendations on these issues.		
<p>22 Do the analytical framework, findings, conclusions, recommendations & lessons provide adequate information on human rights (inc. women & child rights) aspects? The inclusion of human rights and 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.</p>	Yes			

<p>23 Is the methodology appropriate for analysing gender and human rights issues identified in the scope? 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 & aspects of social exclusion, disparities & equity.</p>	Yes				
<p>24 Are the levels and activities of stakeholder consultation described? This goes beyond just using stakeholders as sources of information and includes the degree of participation in the evaluation itself. The report should include the rationale for selecting this level of participation. Roles for participation might include: o Liaison o Technical advisory o Observer o Active decision making The reviewer should look for the soundness of the description and rationale for the degree of participation rather than the level of participation itself.</p>	Yes	The evaluation goes to considerable lengths to both encourage and describe stakeholder consultation. Given the limitations of the resources available, the levels of participation are commendable.			
<p>25 Are the levels of participation appropriate for the task in hand? The breadth & degree of stakeholder participation feasible in evaluation activities will depend partly on the kind of participation achieved in the evaluated object. The reviewer should note here whether a higher degree of participation may have been feasible & preferable.</p>	Yes				
<p>26 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>	Almost	Whilst there is no attempt to construct a counterfactual, the limitations of the evaluation approach are discussed in some detail and efforts are made to correct for these limitations.			
<p>27 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>	Outstanding	The methodology goes beyond the evaluation questions in the ToRs to provide a robust response to the purpose and objectives.			
<p>28 Are methodological limitations acceptable for the task in hand? Limitations must be specifically recognised and appropriate efforts taken to control bias. This includes the use of triangulation, and the use of robust data collection tools (interview protocols, observation tools etc). Bias limitations can be addressed in three main areas: Bias inherent in the sources of data; Bias introduced through the methods of data collection; Bias that colours the interpretation of findings</p>	Yes	The methodological limitations are discussed in some detail and are acceptable.			
<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 evaluation purpose, objectives and questions in the ToRs are relatively simple and somewhat limited. The methodology of the evaluation goes beyond these to provide a robust and convincing response to the purpose and objectives. In particular, the evaluation provides a valuable critique of the monitoring system and data at the sectoral level.</p>				

SECTION D: FINDINGS AND CONCLUSIONS				
Question	cc	Remarks		
<p>29 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.</p>	Outstanding	The findings are presented in a logical and clear manner and the analysis of the evidence is particularly good.	<p>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.</p> <p>Very Confident to Act</p> <p>As with the approach to the evaluation, the findings are presented in a way that goes beyond the limited purpose and objectives of the ToRs. The findings are presented in a logical and accessible way and the analysis and presentation of the evidence is particularly noteworthy. The conclusions are clear, focused and of real value to decision makers in the education sector.</p>	<p>Constructive feedback for future reports <i>Including how to address weaknesses and maintaining good practice</i></p>
<p>30 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.</p>	Outstanding	The presentation of the findings goes beyond the stated and limited criteria to explore issues of relevance, sustainability and progress towards impact. The gaps and limitations of evaluation data, the monitoring data and of the analysis are discussed in a thorough and open way.		
<p>31 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.</p>	Outstanding			
<p>32 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.</p>	Outstanding			
<p>33 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.</p>	Yes	A number of significant unexpected findings are highlighted and discussed. There is an exploration of costs and benefits in a section on financial management, which while adequate, is probably relatively the weakest section of the report.		
<p>34 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.</p>	Yes			
<p>35 Does the evaluation make a fair and reasonable attempt to assign contribution for results to identified stakeholders? For results attributed to the programme, the result should be mapped as accurately as possible to the inputs of different stakeholders.</p>	Yes	Given the complicated nature of the programme, the evaluation makes a good attempt to identify links between contributions and results, whilst discussing the limitations of attribution.		
<p>36 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	The conclusions are based on the views of a wide range of stakeholders.		

<p>37 Are causal reasons for accomplishments and failures identified as much as possible? These should be concise and usable. They should be based on the evidence and be theoretically robust. <i>(This is an extremely important question to UNICEF)</i></p>	Yes	The evaluation seeks to identify causal reasons for successes and failures, whilst at the same time highlighting the limitations in attribution.		
<p>38 Are the future implications of continuing constraints discussed? The implications can be, for example, in terms of the cost of the programme, ability to deliver results, reputational risk, and breach of human rights obligations.</p>	Yes	The conclusions are specifically focused on the development of a new education sector programme and look in detail at future implications of continuing constraints.		
<p>39 Do the conclusions present both the strengths and weaknesses of the evaluated object? Conclusions should give a balanced view of both the stronger aspects and weaker aspects of the evaluated object with reference to the evaluation criteria and human rights based approach.</p>	Yes	The conclusions are a balanced view of the strengths and weaknesses of the programme. As discussed above, the conclusions go beyond the limitations of the ToRs to provide real insights for future implementation.		
<p>40 Do the conclusions represent actual insights into important issues that add value to the findings? Conclusions should go beyond findings and identify important underlying problems and/or priority issues. Simple conclusions that are already well known do not add value and should be avoided.</p>	Outstanding			
<p>41 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	The conclusions are clearly summarised and presented in an accessible and focused way.		
<p>Executive Feedback on Section D Issues for this section relevant for feedback to senior management (positives & negatives), & justify rating. <i>Up to two sentences</i></p>	<p>The findings of the evaluation are presented in a way that goes beyond the limited purpose and objectives originally envisaged. The findings are presented in a logical and accessible way and the analysis and presentation of the evidence is particularly noteworthy. The conclusions are clear, focused and of real value to decision makers in the education sector.</p>			

SECTION E: RECOMMENDATIONS AND LESSONS LEARNED								
Question	cc	Remarks						
42 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 organised around and well-grounded in the evidence and conclusions reported.		E/ Are the recommendations and lessons learned relevant and actionable? Recommendations should be relevant and actionable to the object and purpose of the evaluation, be supported by evidence and conclusions, and be developed with involvement of relevant stakeholders. Recommendations should clearly identify the target group for each recommendation, be clearly stated with priorities for action, be actionable and reflect an understanding of the commissioning organization and potential constraints to follow up.	Constructive feedback for future reports <i>Including how to address weaknesses and maintaining good practice</i>			
43 Are recommendations relevant to the object and the purpose of the evaluation? Recommendations should be relevant to the evaluated object	Yes	The recommendations are focused and relevant to the programme and the purpose of the evaluation. Whilst there are a large number of recommendations (31 in total) they are organised logically, clearly stated and are relevant this complicated programme.						
44 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							
45 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	The recommendations are grouped and targeted at key national stakeholders. The recommendations are focused on the development of a new education sector programme, but are clearly realistic in the context of the evaluation.	Confident to Act	The recommendations and lessons learned are relevant to the development of the new education sector programme and are actionable.	It would be useful to have a summary of the main recommendations with the target groups listed for each.			
46 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							
47 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	The report describes both the process and the limitations of the development of the recommendations.						
48 Where presented, 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 lessons learned are clear and helpful in the context of the new education sector programme.						
49 Where presented, are lessons learned generalised to indicate what wider relevance they may have? Correctly identified lessons learned should include an analysis of how they can be applied to contexts and situations outside of the evaluated object.	Yes	The lessons learned are clear and go beyond the specific conclusions drawn.						
Executive Feedback on Section E Issues for this section relevant for feedback to senior management (positives & negatives), & justify rating. <i>Up to two sentences</i>	The recommendations are organised around and well-grounded in the evidence and conclusions reported. Whilst there are a large number of recommendations they are organised logically, clearly stated and are relevant to this complicated programme and to the development of a new education sector reform programme.							

SECTION F: REPORT IS WELL STRUCTURED, LOGIC AND CLEAR				
Question	cc	Remarks	F/ Overall, do all these elements come together in a well structured, logical, clear and complete report?	Constructive feedback for future reports <i>Including how to address weaknesses and maintaining good practice</i>
50. Do the opening pages contain all the basic elements? Basic elements include all of: Name of the evaluated object; Timeframe of the evaluation and date of the report; Locations of the evaluated object; Names and/or organisations of evaluators; Name of the organisation commissioning the evaluation; Table of contents including tables, graphs, figures and annex; List of acronyms	Yes	The opening pages are thorough and complete.	Confident to Act The report is well structured, logical and clear. It responds well to the detailed and sometimes overly broad ToRs and overall reads well.	The annexes could be used as an example of good practice for other evaluations.
51. Is an executive summary included as part of the report? If the answer is No, question 52 to 54 should be N/A	Yes	Yes, executive summary is included.		
52 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	The executive summary is complete, but is a little unbalanced. The focus is primarily on the recommendations, with a clear aim to inform decision making, but provides limited detail on the findings of the evaluation.		
53 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			
54 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			
55 Is the report logically structured? Context, purpose, methodology and findings logically structured. Findings would normally come before conclusions, recommendations & lessons learnt	Yes	The report is logically structured and clearly set out.		
56 Do the annexes contain appropriate elements? Appropriate elements may include: ToRs; List of interviewees and site visits; List of documentary evidence; Details on methodology; Data collection instruments; Information about the evaluators; Copy of the evaluation matrix; Copy of the Results chain. Where they add value to the report	Outstanding	The annexes are complete and detailed. They provide a good example of how annexes should be presented.		
57 Do the annexes increase the usefulness and credibility of the report?	Outstanding			
58 Is the style of the report human rights compliant? This 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	Yes	Whilst there are no specific references to human rights, the report is generally compliant.		
Executive Feedback on Section F Issues for this section relevant for feedback to senior management (positives & negatives), & justify rating. <i>Up to two sentences</i>	The report is a good example of a logically presented, clear and well written evaluation report. This is particularly noteworthy given the complicated nature of the programme and the range of questions set out in the terms of reference.			

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 goes beyond the ToRs to respond in a robust and convincing way to stated purpose and objectives.		
ii/ Identify aspects of good practice of the evaluation In terms of evaluation	The evaluation methodology and the presentation of the findings are both excellent examples of good practice.		
iii/ Identify aspects of good practice of the evaluation In terms of programmatic, sector specific, thematic expertise	The evaluation highlights the value of the Flash Reports in the education sector in Nepal. These reports are prepared bi-annually and provide a snapshot of the education data collected during the year.		
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 provided credibility to give confidence to act.	Confident to Act This is a robust and credible report that goes beyond the original evaluation purpose and objectives to provide evidence for conclusions and recommendations that can 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 come together to provide a consistent and logical whole.	
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.			
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>	This report can be used with confidence. The joint evaluation of the Nepal Education for All programme is a robust and credible report that goes beyond the original evaluation purpose and objectives to provide evidence for conclusions and recommendations that can be used with confidence. The approach and methodology used in the evaluation and the clear and convincing presentation of the findings are both examples of good practice in evaluation.		