



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	Final Report: Evaluation of Phases I and II of UNICEF's Programme "Adolescents: Agents of Positive Change"
Report sequence number	2011/001
Date of Review	20/04/2012
Year of the Evaluation Report	2011
Region	Middle East and North Africa Regional Office
Country(ies)	Algeria, Egypt, Iran, Jordan, Lebanon, occupied Palestine territory (oPt), Morocco, Syria and Tunisia
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>)	1.4 Regional: Where one programme is implemented in several countries, or different programmes of a similar theme are implemented in several countries, the evaluation covers multiple countries within the region and the sampling is adequate to make the results generalizable to the region.
Management (<i>Managerial control and oversight of evaluation decisions</i>)	2.1 UNICEF managed: Working with national partners of different categories UNICEF is responsible for all aspects of the evaluation.
Purpose (<i>Speaks to the overarching goal for conducting the evaluation; its raison d'être</i>)	3.7 Programme: An evaluation of a sectorial programme to determine its overall effectiveness and efficiency in relation to the stated goals and objectives
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 (5. Policy advocacy & partnerships)
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	7.1 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

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 Adolescents, Agents of Positive Change programme is described clearly and concisely in the introduction to the report. The context is briefly explained, including a useful qualitative baseline statement drawn from the 2007 annual progress report for the programme.	Confident to Act	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.	Outstanding	The logic of the programme, focused on a positive adolescent development approach and changing attitudes towards adolescents and youth, is well set out in simple and understandable terms.		The description of the logic of the programme in two clear paragraphs in the introduction is an example of good practice.
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 introduction focuses on the roles of Sida, the funder of the programme, and UNICEF, as the main regional implementing organisation. Other stakeholders are identified in the findings and their contributions are described.		
6 Are key stakeholders' contributions described? This can involve financial or other contributions and should be specific. If joint program also specify UNICEF contribution, but if basket funding question is not applicable	Yes			
7 Are UNICEF contributions described? This can involve financial or other contributions and should be specific	Yes			
Implementation Status				
8 Is the implementation status described? This includes the phase of implementation and significant changes that have happened to plans, strategies, performance frameworks, etc that have occurred - including the implications of these changes	Yes	The current status of the programme, after two phases of implementation, is well described, with a recommendation that a further phase be supported.		
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 Adolescents, Agents of Positive Change programme and the context are described clearly and concisely in the introduction to the report. The logic of the programme, focused on a positive adolescent development approach and changing attitudes towards adolescents and youth, is well set out in simple and understandable terms.		

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

SECTION B: EVALUATION PURPOSE, OBJECTIVES AND SCOPE				
Question	cc	Remarks		
Purpose, objectives and scope				
9 Is the purpose of the evaluation clear? This includes why the evaluation is needed at this time, who needs the information, what information is needed, how the information will be used.	Yes	The evaluation purpose, objectives and scope are clear and realistic, with a specific focus on identifying lessons learned to contribute to improving future adolescent development and participation programmes.	B/ Are the evaluation's purpose, objectives and scope sufficiently clear to guide the evaluation?	Constructive feedback for future reports <i>Including how to address weaknesses and maintaining good practice</i>
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 <i>(This is an extremely important question to UNICEF)</i>	Outstanding	The evaluation focuses on the relevance, efficiency, effectiveness and sustainability of the programme, with the criteria being thoroughly explored through sets of explanatory focuses for carrying out the assessment.	Very Confident to Act	The evaluation has a specific focus on identifying lessons learned to contribute to improving future adolescent development and participation programmes. The criteria used for the evaluation are explored briefly but thoroughly through clear explanations of their relevance to the assessment.
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.	Outstanding			
Executive Feedback on Section B Issues for this section relevant for feedback to senior management (positives & negatives), & justify rating. <i>Up to two sentences</i>	The evaluation has a specific focus on identifying lessons learned to contribute to improving future adolescent development and participation programmes. The criteria used for the evaluation are explored briefly but thoroughly through clear explanations of their relevance to the assessment.			

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	The report clearly sets out the main data collection and analysis methods, supported by detailed annexes. The limitations of the data sources are explored in detail.	<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	Yes	The report looks in detail at the involvement of young researchers in the data collection process. The safeguards put in place are appropriate for the approach taken.		
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				
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 includes a thorough assessment of the programme monitoring system and draws conclusions about the limited focus on results in this system. The report is, in part, structured around the four objectives of the programme and draws conclusions around the outputs, outcomes and impacts of these four objectives.	<p>Very Confident to Act</p> <p>The methodology used is a thorough and appropriate response to the evaluation purpose and programme objectives. The methodology is particularly noteworthy for the involvement of young researchers in the data collection process and for the way in which it has dealt with human rights, gender equality and equity issues.</p>	
19 Does the evaluation make appropriate use of the M&E framework of the evaluated object? In addition to articulating the logic model (results chain) used by the programme, the evaluation should make use of the object's logframe or other results framework to guide the assessment. The results framework indicates how the programme design team expected to assess effectiveness, and it forms the guiding structure for the management of implementation.	Yes			
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	Yes	The evaluation looks in detail at how the programme dealt with rights, gender equality and equity, drawing clear conclusions on each of these issues. Both the programme and the approach taken to the evaluation have a rights-based approach at their heart and the evaluation draws clear conclusions about the successes of the programme and about how it could be further replicated. Interestingly, although there was a commitment to a greater focus on gender equality in the second phase of the programme in particular, the evaluation shows that this was not consistently applied in all of the countries. Similarly, while there was a commitment to ensuring equity in the implementation of the programme, there were limitations in the ways in which disability as an issue was dealt with. At the same time, the	<p>The response to the request in the ToRs that the evaluation include participatory approaches and work with young researchers, through the use of the Most Significant Change approach, is a particular example of good practice.</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.	Yes			

<p>22 Do the methodology, analytical framework, findings, conclusions, recommendations & lessons provide appropriate information on HUMAN RIGHTS (inc. women & child rights)?</p> <p>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	an issue was dealt with. At the same time, the evaluation highlights the achievements of the programme with regard to both gender equality and equity.
<p>23 Do the methodology, analytical framework, findings, conclusions, recommendations & lessons provide appropriate information on GENDER EQUALITY AND WOMEN'S EMPOWERMENT?</p> <p>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?</p> <p>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>	Yes	
Stakeholder participation		
<p>25 Are the levels and activities of stakeholder consultation described?</p> <p>This goes beyond just using stakeholders as sources of information and includes the degree of participation in the evaluation itself. The report should include the rationale for selecting this level of participation. Roles for participation might include: o Liaison o Technical advisory o Observer o Active decision making The reviewer should look for the soundness of the description and rationale for the degree of participation rather than the level of participation itself.</p>	Outstanding	The evaluation is particularly noteworthy for the efforts made to obtain the views of adolescents and youth on the programme, through online surveys and the involvement of young researchers in focus group discussions. The methods are particularly appropriate for an evaluation of a programme focused on adolescent participation.
<p>26 Are the levels of participation appropriate for the task in hand?</p> <p>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>	Outstanding	
Methodological robustness		
<p>27 Is there an attempt to construct a counterfactual?</p> <p>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 through the data collection process to make an assessment of adolescents who were not reached through the programme. Overall, the methodology used is a thorough and appropriate response to the evaluation purpose and programme objectives. The methodological limitations are explored in detail and are acceptable.
<p>28 Can the methodology answer the evaluation questions in the context of the evaluation?</p> <p>The methodology should link back to the Purpose and be capable of providing answers to the evaluation questions.</p>	Outstanding	

<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>	<p>Yes</p>			
<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 is a thorough response to the evaluation purpose and programme objectives. The methodology is particularly noteworthy for the involvement of young researches in the data collection process.</p>			

SECTION D: FINDINGS AND CONCLUSIONS					
Question	cc	Remarks			
Completeness and logic of findings					
30 Are findings clearly presented and based on the objective use of the reported evidence? Findings regarding the inputs for the completion of activities or process achievements should be distinguished clearly from results. Findings on results should clearly distinguish outputs, outcomes and impacts (where appropriate). Findings must demonstrate full marshalling and objective use of the evidence generated by the evaluation data collection. Findings should also tell the 'whole story' of the evidence and avoid bias.	Outstanding	The findings are clearly and logically presented, with an excellent use of a mix of summaries and detailed evidence from a range of sources. The presentation of the findings starts with a summary against the programme framework and then moves on to look in detail at the evaluation criteria and indicators. The presentation shows a clear progression to results, finishing with an analysis of the implementation challenges and success factors. Gaps, limitations and unexpected findings are discussed throughout.	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.	Outstanding				
32 Do findings demonstrate the progression to results based on the evidence reported? There should be a logical chain developed by the findings, which shows the progression (or lack of) from implementation to results.	Outstanding				
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: <ul style="list-style-type: none"> 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 Is the programme worth doing from a cost perspective <ul style="list-style-type: none"> o Costs and the sustainability of the programme. 	Yes	Confident to Act	The findings are clearly and logically presented, with an excellent use of a mix of summaries and detailed evidence from a range of sources. The conclusions provide a useful summary of the main findings, whilst drawing out overall insights on the programme as a whole.		
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 draws on a wide range of views expressed by diverse stakeholders and provides a balanced view of the contribution to results made by various stakeholders. The concluding section of the presentation of findings looks in detail at failures, under the heading of implementation challenges, and accomplishments, under the heading of success factors.	
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.	Yes				
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>	Yes				
Strengths, weaknesses and implications					
			Constructive feedback for future reports <i>Including how to address weaknesses and maintaining good practice</i>		
			The Summary of Evaluation Results Based on Overall Evaluation Framework, set out in Figure 1, is a particular example of good practice that could be used in other evaluations.		

<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	The conclusions take a balanced view of the strengths and weaknesses of the programme, while drawing attention to the considerable successes in often quite difficult contexts. The conclusions also look to the future, taking into account the continuing difficulties of the context.	
<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	The conclusions provide a useful summary of the main findings, whilst drawing out overall insights on the programme as a whole. The conclusions are clearly and concisely set out in an accessible way.	
<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>The findings are clearly and logically presented, with an excellent use of a mix of summaries and detailed evidence from a range of sources. The conclusions provide a useful summary of the main findings, whilst drawing out overall insights on the programme as a whole.</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	The recommendations are based on a clear understanding of the programme, its successes and its potential. The recommendations are clearly set out, well prioritised and are relevant to the continuation of the programme.	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>
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	Target groups for all the recommendations are clearly identified and the recommendations are generally realistic.	Confident to Act	While the recommendations are generally clearly set out, they could be more briefly summarised in the executive summary.
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	Overall the lessons learned have a strong basis in the evidence and are well generalised for a wider audience.		
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.	Yes			
Executive Feedback on Section E Issues for this section relevant for feedback to senior management (positives & negatives), & justify rating. <i>Up to two sentences</i>	The recommendations are based on a clear understanding of the programme, its successes and its potential. Overall the lessons learned have a strong basis in the evidence and are well generalised for a wider audience.			

SECTION F: REPORT IS WELL STRUCTURED, LOGIC AND CLEAR				
Question	cc	Remarks	F/ Overall, do all these elements come together in a well structured, logical, clear and complete report?	Constructive feedback for future reports <i>Including how to address weaknesses and maintaining good practice</i>
Style and presentation				
51. Do the opening pages contain all the basic elements? Basic elements include all of: Name of the evaluated object; Timeframe of the evaluation and date of the report; Locations of the evaluated object; Names and/or organisations of evaluators; Name of the organisation commissioning the evaluation; Table of contents including tables, graphs, figures and annex; List of acronyms	Yes	The opening pages and annexes are complete and the annexes add considerably to the credibility of the report. Overall, the report is clear and logically structured.	Very Confident to Act	The report should be logically structured with clarity and coherence (e.g. background and objectives are presented before findings, and findings are presented before conclusions and recommendations). It should read well and be focused.
52 Is the report logically structured? Context, purpose, methodology and findings logically structured. Findings would normally come before conclusions, recommendations & lessons learnt	Yes			
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 is a clear and complete summary of all of the main elements of the evaluation. It is thorough and well set out, for the purposes of informing decision making, although further editing would have helped to deal with a number of repetitions.		The executive summary, while being generally clear, could be further strengthened with editing to remove a number of repetitions.
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 report overall is well structured, with clear summaries throughout, and is logical and complete, taking the reader through the findings and process of analysis to the conclusions and recommendations.			
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	Problems with the TOR may be noted under Overall Rating Question 3			
ii/ Identify aspects of good practice of the evaluation In terms of evaluation	As is noted several times, the methodology generally and particularly the involvement of young researchers in the data collection process are 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 adolescent friendly spaces approach used flexibly in the programme as a particular example of good practice.			

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.
<p>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?</p>	Outstanding	Each of the six elements of the evaluation, and particularly the exploration of the evaluation purpose, the methodology used and the overall presentation of the report, provide sufficient credibility to give confidence to act.	<p>The exploration of the evaluation purpose, the methodology used and the overall presentation of the report are particularly strong elements of the evaluation, providing a credible foundation. In addition, the report is particularly clearly presented, using a clear logic in the progress from findings, through analysis, to conclusions to good effect.</p>
<p>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'.</p>	Outstanding	The report is particularly clearly presented, using a clear logic in the progress from findings, through analysis, to conclusions to good effect.	
<p>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.</p>	ToRs		
	Other		
<p>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></p>	<p>The Evaluation of UNICEF's Programme "Adolescents: Agents of Positive Change" in the Middle East and North Africa Region is a thorough and well presented report that can be used with confidence. The methodology used in the evaluation and the overall presentation of the report are particularly strong elements, with a clear logic in the progress from findings, through analysis, to conclusions being used to good effect.</p>		