<table>
<thead>
<tr>
<th>Description</th>
<th>Final Score</th>
<th>Comments Final</th>
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<tr>
<td>1.1) Evaluation objectives provide a clear statement of what the evaluation seeks to accomplish. Objectives can be detailed further in specific evaluation questions. The evaluation should also demonstrate how the objectives follow from the purpose.</td>
<td>BELOW</td>
<td>Intro only makes mention of general objectives (as per ToR) = &quot;évaluer les résultats; apprécier points forts/faibles; tirer des enseignements&quot; - it does not make mention of evaluation questions (in ToR) = very vague/general.</td>
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<tr>
<td>1.2) The evaluation report describes mechanisms and measures that were implemented to ensure that the evaluation process conformed with relevant ethical standards including but not limited to informed consent of participants, privacy and confidentiality considerations.</td>
<td>MISSING</td>
<td></td>
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<td>2.1) The terms of reference (ToR) clearly describe the evaluation’s intended scope and focus –either by defining the main evaluation questions, and/or listing main objectives. The ToR specify evaluation criteria to be used given the evaluation’s objectives and scope, particularly the OECD/DAC criteria (relevance, efficiency, effectiveness, sustainability and impact).</td>
<td>MEETS</td>
<td>well structured and written - contains all necessary elements</td>
</tr>
<tr>
<td>2.2) Assessment of programme/project relevance examines the degree to which the outputs/outcomes are in line with national needs/priorities, UNFPA priorities, and relevant to stakeholders.</td>
<td>BELOW</td>
<td>alignment with both natl priorities and UNFPA mandate is merely stated (p.25) : not substantiated by any findings/evidence.</td>
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| 2.3) Assessment of effectiveness examines the extent to which a programme/project achieves its planned results (outputs and outcomes) | Chap.1: EVF/EMP a l'elementaire: 1 paragraph (p39) which based upon previous evaluations concludes that "le plan d'action de formation constitue un mecanisme efficace...." et "la strategie appliquee est efficace..." - Part VII of Chapter 1 On "L'impact du programme EVF/EMP a l'elementaire" addresses outcomes issues

BELOW |
| 2.4) Evaluation assesses efficiency, linking outputs to expenditures/resources and assessing whether this occurred as economically as possible. | Efficiency is touched upon in Chap 1 only but not thoroughly analyzed (ex.p.39)

BELOW |
| 2.5) Sustainability assesses the extent to which programme/project results are likely to continue/remain after termination of external assistance | Sustainability is part of the evaluation questions ("Dans quelle mesure les resultats obtenus sont-ils perennes et quelles en sont les conditions favorisantes ou defavorisantes? - ToR, p.99) - In Each Chapter, evaluators have developed 2 sections points forts/points faibles, but these hardly amount to a assessment of projects sustainability.

BELOW |
### 2.6) Impact assesses positive and negative long-term effects which may be economic, socio-cultural, institutional, environmental, technological or other effects.

- **n/a** although the evaluation is presented as an impact evaluation - it does no go beyond outcomes (see p.55 "L’impact du prog EVF/EMP a l’elementaire) and is rather superficial anyway.

### 3.1a Methods are valid i.e. focused on and logically linked to evaluation objectives and questions.

- **BELOW**

### 3.1b Methods are valid i.e. focused on and logically linked to evaluation objectives and questions.

- **BELOW**

### 3.1c Efforts to control bias and/or acknowledge limitations due to uncontrolled bias are implemented and described

- **BELOW**

- **p.20 - cut/paste from ToR - vague and general.**

### 4.1) Consideration is given to stakeholder involvement and report is clear about rationale for and level of stakeholder involvement.

- **BELOW**

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- **BELOW**

- **see p.21-23: La portee des rencontres (lists meetings with some stakeholders) - no indication as re. Stakeholders involvement within evaluation methodology.**

### 5.1) Where relevant, evaluation assesses extent to which data disaggregated by gender were used for planning and assessing programme/project and extent to which programme/project promoted gender mainstreaming.

- **BELOW**

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- **BELOW**

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- **A gender perspective is not introduced within Evaluation objectives-- Gender is absent from report.**

### 6.1) Findings/Results are analyzed in terms of outcomes or impacts, including cost analyses, and reasons for accomplishments/difficulties are identified and supported by analysis.

- **MEETS**

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- **MEETS**

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- **analyzed as outcomes -- see ex. In Cap 2: part IV on "Impact du Prog GEEP/EVF" - p.69 - also see above comment on Impact.**

### 7.1) Conclusions flow logically from and are supported by evaluation findings and address issues of significance to the programme/project as scoped by the evaluation questions/objectives.

- **BELOW**

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- **BELOW**

### 7.1) Conclusions flow logically from and are supported by evaluation findings and address issues of significance to the programme/project as scoped by the evaluation questions/objectives.

- **weak and vague (pp.93-94)**
8.1) Recommendations are supported by data analyses, findings and conclusions, are clearly stated and include with specific details of who is recommended to do what by when. Where relevant, stakeholders have been involved in formulating recommendations.

| MEETS | The evaluation is somehow a meta-evaluation it refers to and is based upon previous evaluations of 3 programmes. The report is structured around those three programmes, as a result recommendations are presented throughout the different parts of the report. For 1st Chapter (elementary): p.42, p.48, p.51. 2nd Chap. (Ens. moyen et secondaire): p.69; 3rd Chap: p.86. Finally, recommendations are also presented in a specific part with 2 specific groups of recommendations targeting UNFPA and the Gov. (pp.87-89) |

9.1) Executive Summary is concise, readable and can stand alone without reference to the rest of the report.

| BELOW | Unclear - does not contain main conclusions and recommendations - some parts (e.g., Intro / methodology = copy/paste from ToRs) |