



Name of Project	
FAD Number	
Date of Evaluation	

## Evaluation Quality Assessment.

The purpose of this document is to support in the assessment for the quality of the evaluation (end of project, midterm and endline) process and technical report, whether done internally or externally.

### Instructions:

The Evaluation Quality Assessment should be completed by at least two different individuals to try and ensure impartiality and consistency across assessments. An average score between the two assessors will be calculated automatically in the below template. The two assessors should have at least a basic understanding of M/E/R principles and practice in order to make an informed assessment for each section. Ideally, the two assessors will bring different perspectives to the assessment and should do their assessment independent of each other. For example, where this evaluation is commissioned in conjunction with an NO, one assessor may be from the CO and the second assessor is from the NO.

It is recommended that this assessment be undertaken at least twice:

1. On receipt of the inception report to guide your feedback to the consultant;
2. On receipt of the final version of the evaluation technical report and completion of the evaluation process.

You may also choose to use this assessment from sections 1 - 7 for checking an Inception Report to ensure the consultant is on the right track to ensuring all requirements are undertaken with the necessary level of quality, and then included in the final report.

The Evaluation Quality Assessment is divided into 10 sections that draw out the key components of a quality evaluation process and technical report. The assessor should reflect on the extent to which the evaluation and technical report has addressed each component by rating each section between 0 – 5:

**0 – Not Addressed**

**1 – Inadequate**

**2 – Poor**

**3 – Moderate**

**4 – Good**

**5 – Exceptional**

**Note:** This template is based good practice and what ideally should be included in a quality evaluation. However, it is up to each individual office to determine how strictly to apply the requirements in this assessment – as long as all information needs are met.

Results of this assessment should inform the Management Response and Action Plan.

#	Section	Assessor 1		Assessor 2		Average Score (1-5)
		Name:		Name:		
		Position:		Position:		
		Office:		Office:		
		Date of Assessment:		Date of Assessment:		
		Score (1-5)	Comment	Score (1-5)	Comment	
1	<b>Evaluation Design</b> <i>The evaluation design uses points of comparison</i> For example: - Where appropriate, baseline, midterm or endline data has been used. - Where appropriate a counterfactual evaluation design has been applied. - Where appropriate a comparison group design has been applied.					0.00
2	<b>Ethics and Child Protection</b> <i>Plan International ethical standards were adhered to and applied</i> This means, amongst other things, ensuring: - Informed, documented and voluntary consent of the participant, and in addition, where the participant is under 18 years of age and unmarried, the consent of their parent/guardian - Confidentiality and anonymity is guaranteed for participants, with the exception that in some cases an adult participant can consent to their identity being disclosed - Appropriate support is offered to participants of data collection, particularly if safeguarding issues may arise or if sensitive issues are being discussed.  <i>See the Framework for Ethical MER for details.</i>					0.00
	<b>Data Sources</b> <i>Data sources selected support the validity and usefulness of the evaluation results</i>					

3	<p>For example:</p> <ul style="list-style-type: none"> <li>- The intervention/project documents have been considered in the analysis.</li> <li>- The report outlines if monitoring data was available or not.</li> <li>- Where monitoring data was available, this has been considered in the analysis.</li> <li>- The report considers additional literature i.e. non-intervention documents</li> <li>- The implementing organization has been a source of information for primary data collection.</li> <li>- Beneficiaries have been a source of information for primary data collection.</li> <li>- Further stakeholders of the institutional environment have been a source of information for primary data collection.</li> <li>- A mix of sources of information is has been used (data triangulation), i.e. three or more sources with mixture of primary and secondary data</li> <li>- The report describes the rationale for the selection of data sources. i.e. Report includes discussion of how the mix of data sources was used to obtain a diversity of perspectives, ensure data accuracy and overcome data limits.</li> <li>- The report describes limitations of the selection of data sources</li> </ul>					0.00
4A	<p><b>Data Collection Methods</b>  <i>Data collection methods support the validity and usefulness of the evaluation results</i></p> <p>For example:</p> <ul style="list-style-type: none"> <li>- A document review has been conducted as a part of the evaluation.</li> <li>- Interviews have been conducted in the evaluation.</li> <li>- Focus group discussions have been conducted.</li> <li>- Structured observation has been conducted.</li> <li>- A survey has been conducted.</li> <li>- Other data method(s) has/have been used</li> <li>- A mix of data collection techniques has been applied.</li> <li>- The report describes the rationale for selecting the data collection methods.</li> <li>- The report describes the limitations of the selected data collection methods.</li> <li>- Where possible, results have been validated with respondents</li> </ul>					0.00
4B	<p><b>Data Collection Methods - Gender, Inclusion and Child Protection</b>  <i>Data collection methods are gender equal, inclusive, child rights responsive</i></p> <p>For example:</p> <ul style="list-style-type: none"> <li>- Data collection activities are organised and scheduled in such a way that they are accessible to target populations.</li> <li>- Data collection instruments correspond to particular needs and limitations of the various subgroups (e.g. use of easy language, use of native language, use of methods that correspond to communication habits, use of methods that provide for a safe and confidential environment), only for primary data collection</li> <li>- Has participation and adequate representation of both genders been ensured?</li> <li>- Has well-being of children and appropriateness of methods to their needs/capacities been ensured?</li> <li>- Has adequate participation and representations of all groups been ensured (e.g. marginalized groups etc.)? Was well-being of those groups and appropriateness of methods to their needs/capacities ensured?</li> </ul>					0.00
5	<p><b>Sample and Sampling</b>  <i>The report describes the rationale for selecting the sampling frame, mechanics of selection, numbers selected out of potential subjects, and limitations of the sample</i></p> <p>For example:</p> <ul style="list-style-type: none"> <li>- The sampling frame is described - Total area and population of intervention</li> <li>-The sample is described – Area and population selected for data collection</li> <li>- The sampling strategy is described - Strategy behind selection of single units</li> <li>- The report describes and justifies the sampling strategy.- Rationale behind selection of single units</li> <li>- The sample represents the population - Compare description of population with selected sample</li> </ul>					0.00
6A	<p><b>Data Analysis Methods</b>  <i>Methods use for analysis of the data support the validity and usefulness of the evaluation results</i></p> <p>For example - a mix of data analysis methods is appropriate (triangulation of methods) - Qualitative and quantitative analysis methods have been used. Also, secondary data like intervention documents can be analysed quantitatively. If only one type, comment on possible reasons should be included.</p>					0.00
6B	<p><b>Data Analysis Methods - Gender, Inclusion and Child Protection</b>  <i>Data analysis methods were appropriate for analysing the gender equality, inclusion and children's rights issues related to the intervention.</i></p> <p>For example:</p> <ul style="list-style-type: none"> <li>- Analysis should rely on disaggregated data, on several occasions.</li> <li>- Disaggregation by other social differences e.g. race, indigenous population, lowest income groups, marginalized groups), for qualitative data: discussion by gender, age and these indicators</li> </ul>					0.00
7	<p><b>Data Quality Assurance</b>  <i>The report presents evidence that adequate measures were taken to ensure the quality of data, including evidence to support the reliability and validity of the data collection tools</i></p> <ul style="list-style-type: none"> <li>- Interview guidelines and protocols have been used</li> <li>- There were systematic data quality and process checks throughout the data collection</li> <li>- Statistical methods have been used for the analysis, where applicable.i.e. descriptive statistics, correlations, regressions, statistical sample selection</li> <li>- A team of evaluators (evaluators triangulation) is responsible for the data analysis and report.</li> <li>- Plan International staff participated in the conceptualisation, methodology design and analysis of the data..</li> </ul>					0.00
	<p><b>Findings</b>  <i>Reported findings reflect systematic and appropriate analysis and interpretation of the data</i></p>					

8A	<p>For example:</p> <ul style="list-style-type: none"> <li>- Findings are clearly separated from conclusions and recommendations</li> <li>- The structure of findings responds directly to the evaluation criteria and/or questions detailed in the scope and objectives section of the report - i.e. in form of subsection names, reporting of evaluation question before answering it, etc.</li> <li>- Reported findings address the evaluation criteria (such as efficiency, effectiveness, sustainability, impact and relevance) and/or related questions defined in the evaluation scope - all of the evaluation criteria are thoroughly addressed by the evaluation findings, or at least most evaluation criteria and/or questions are thoroughly addressed by the evaluation findings</li> <li>- Findings are objectively reported based on the evidence - linkage to evidence can be found in most paragraphs or at least in half of the paragraphs</li> <li>- The report indicates if there has been contradictory evidence.</li> <li>- Unintended positive or negative results of the intervention are highlighted as such.</li> <li>- Reasons for accomplishments and failures were identified as much as possible - reasons can be found for almost all accomplishments and failures or at least for half of the accomplishments and failures</li> <li>- The logic model and/or the expected results chain (inputs, outputs and outcomes) of the intervention is described - Minimum one paragraph with three sentences and very comprehensive table with explanation or very detailed description without table, logic of the program becomes clear, or at least one paragraph or table presenting a logic of the program but program does not become fully clear or table is not described in the text</li> <li>- The logic model and/or the expected results chain (inputs, outputs and outcomes) of the intervention is discussed incl. strengths or/and weaknesses.</li> <li>- The logic model and/or the expected results chain (inputs, outputs and outcomes) of the intervention is used to analyse outcome</li> <li>- In the findings section, reference is made to the elements of the logic model/ results chain of the evaluation object when laying out outcome results</li> <li>- The logic model and/or the expected results chain (inputs, outputs and outcomes) of the intervention is used to analyse impact.- In the findings section, reference is made to the expected impact of the evaluation object according to its logic model/ results chain when laying out results on the impact level</li> <li>- The attribution of the intervention to results is discussed - In the findings sections, Evaluators critically discuss the ability of the intervention to attribute to the results.</li> <li>- Confounding factors are discussed - Discussion of which factors influence the results found and diminish or increase their size</li> </ul>				0.00
8B	<p><b>Findings - Gender, Inclusion and Child Rights</b>  <i>The reported findings, conclusions and recommendations provide adequate information on gender equality, inclusion and child-rights.</i></p> <p>For example:</p> <ul style="list-style-type: none"> <li>- Discussion of inequalities, power imbalances, discriminatory practices adequately integrated in findings, conclusions and recommendations, or at least adequately integrated in only two of these chapters.</li> <li>- i.e. role of children's rights &amp; status of protection of children, vulnerabilities adequately integrated in findings, conclusions and recommendations, or at least adequately integrated in only two of these chapters.</li> </ul>				0.00
9	<p><b>Conclusions</b>  <i>Conclusions are appropriate and well substantiated, supporting the validity and usefulness of the evaluation results</i></p> <p>For example:</p> <ul style="list-style-type: none"> <li>- Conclusions relate explicitly to key evaluation questions/criteria - Conclusions mostly or all conclusions relate to evaluation questions/criteria, or at least half of the conclusions relate to evaluation questions/criteria. <b>Note:</b> if it is an endline on its own, then there wont be evaluation criteria.</li> <li>- Conclusions are well substantiated by the evidence presented and are logically connected to evaluation findings - Either clearly in a systematic way connected to findings (structure), or at least the majority of conclusions is clearly connected to findings</li> </ul>				0.00
10	<p><b>Recommendations</b>  <i>Recommendations are clear, actionable, and based on evidence and conclusions, supporting the validity and usefulness of the evaluation results</i></p> <p>For example:</p> <ul style="list-style-type: none"> <li>- Recommendations are firmly based on evidence and conclusions - For vast majority logical conjunction to conclusions or findings, or at least around half of the recommendations have a logical conjunction to conclusions or findings.</li> <li>- Recommendations are formulated in a clear manner</li> <li>- Recommendations are prioritized</li> <li>- Recommendations are well elaborated - All recommendations are explained in detail with specific details on action, or at least many r. are explained in detail with specific details on action</li> </ul>				0.00
11A	<p><b>Communications Products and Technical Reports</b>  <i>Communications products and technical reports produced are appropriate for their intended users.</i></p> <p>For example:</p> <ul style="list-style-type: none"> <li>- use clear and concise language</li> <li>- the length is appropriate for the audience and scope/complexity of work</li> <li>- use images and graphs appropriately</li> <li>- is in line with Plan International branding requirements</li> </ul>				0.00
	<p><b>Communications Products and Technical Reports are Gender Sensitive, Inclusive and considers Child-Rights</b>  <i>Communications products and technical reports produced uses gender sensitive, inclusive and child-rights based language:</i></p>				

11B	For example: - Specific rights, needs &/or capacities of men, women and other genders are made visible in the report by explicit reference. - Specific rights, needs &/or capacities of different ethnicities, indigenous groups or marginalized groups are made visible in the report by explicit reference. - Specific rights, needs &/or capacities of children are made visible in the report by explicit reference.			0.00
<b>Overall Score</b>		0	0	0.00